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The North Carolina State Testing Results

North Carolina
Multiple-Choice
Grade 3 Pretest,
End-of-Grade (Grades 3-8),
High School Comprehensive, and
End-of-Course Tests

North Carolina
Alternate Assessment Academic Inventory (AAAI)
Alternate Assessment Portfolio (AAP)

Reporting on the state
and 117 public school systems
and 93 charter schools

Published March 2004

2002-03

"The Green Book"

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Acknowledgments

The development of a comprehensive document that contains a compendium of student and school system performance data on the North Carolina Grade 3 Pretest, End-of-Grade Tests, Alternate Assessment Academic Inventory (AAAI), Alternate Assessment Portfolio (AAP), High School Comprehensive Test, and End-of-Course Tests, requires the skill and effort of many individuals. At the North Carolina Department of Public Instruction, we thank Ken Barbour, Mildred Bazemore, Jerrie Brown, Heather Koons, Charles Lanier, Sarah McManus, and Melanie Smith for assistance in preparing all phases of this publication as well as George Stubblefield for providing the statistical data. We also thank the Regional Accountability Coordinators across the state for their review of the data. At the Center for Urban Affairs and Community Services, North Carolina State University, Technical Outreach for Public Schools (TOPS) Analysis Group, we thank Alissa Bernholc, Misty Foster, Erin Lyjak, Betty Marsh, Kathleen Snyder, Stephen Ward, and Anthony Wells for creating the tables and figures, and Karin Wolfe for verifying data accuracy as well as coordinating report editing and production.

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Summary of Student Performance

The 2002-03 North Carolina State Testing Results
North Carolina Grade 3 Pretest, End-of-Grade (Grades 3-8), High School Comprehensive, and End-of-Course Multiple-Choice Tests
and the North Carolina Alternate Assessment Academic Inventory (AAAI) and Alternate Assessment Portfolio (AAP)

Background

- Results included in this document were generated from tests administered statewide during the 2002-03 school year. The local schools or school systems scanned the students' answer sheets with proprietary software developed by the North Carolina Department of Public Instruction. The data were sent to the North Carolina Department of Public Instruction where they were concatenated. All summary data reported in this report are calculated from data that the school systems sent to the North Carolina Department of Public Instruction by July 30, 2003 for the AAP; August 19, 2003 for end-of-grade and the AAAI; August 27, 2003 for grade 3 pretest and high school comprehensive test; and September 10, 2003 for end-of-course tests. The data analyses and reporting are limited to traditional public schools and charter schools. In addition, confidentiality ethics do not permit references to subgroups with less than five students.

  Note: The State Board of Education approved revisions to the North Carolina *Science Standard Course of Study* at the December 1999 monthly meeting. Effective with the 2001-02 school year, North Carolina end-of-course science tests measure the goals and objectives from the 1999 curriculum. Prior to the 2001-02 school year, the most recent revisions of the state high school science curriculum occurred in 1994. Student performance in biology, chemistry, physics, and physical science improved over time, causing the distribution of scale scores for each test to shift upward. The original scales of 20-80 with a mean of 50 and a standard deviation of 10 were expanded independently for each test to accommodate this shift.

Background (continued)

The North Carolina *Mathematics Standard Course of Study* was revised in May 1998, and measures the goals and objectives from the 1998 curriculum. This change was effective with the 2000-01 school year. Prior to the 2000-01 school year, the most recent revisions of the state mathematics curriculum occurred in 1989 for grades K-8 and 1992 for grades 9-12.

Changes in Reporting. Test information sheets, including sample questions for end-of-grade 3, 5, and 8 tests, as well as for end-of-course tests, are located in Appendix B. Additional information about the North Carolina Testing Program can be found at the NCDPI Testing Section website:

www.ncpublicschools.org/accountability/testing

In addition, LEA data by subgroup are not included in this report. Test data by LEA can be found at the following website:

www.ncpublicschools.org/vol2/rsds

Test Descriptions

- *Grade 3 Pretest*. Initially implemented during the 1996-97 school year, the North Carolina Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Scores on this test are used to measure student growth in performance when compared to the end-of-grade test results at the end of the third grade year in the areas of reading and mathematics for the purpose of school accountability. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. The pretest was administered to approximately 102,000 students during the first three weeks of the 2002-03 school year.
- *End-of-Grade Tests*. The North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests beginning in the 1992-93 school year. These multiple-choice tests in reading and mathematics are aligned with the competencies specified in the North Carolina *Standard Course of Study*. These state-normed curriculum-based tests were administered to approximately 618,000 students in grades 3 through 8 during the final three weeks of the 2002-03 school year.
- *Alternate Assessment Academic Inventory (AAAI)*. The alternate assessment academic inventory is an alternate assessment designed for students with disabilities who have an Individual Education Program (IEP) or a Section 504 plan and for students with limited English

Test Descriptions (continued)

proficiency (LEP) who meet eligibility criteria. Participating students are unable to participate in state test administrations under standard conditions or with accommodations. Student performance on the tested objectives is addressed by teachers at the beginning of the year (baseline), midyear, and at the end of the year. Participating students follow the North Carolina *Standard Course of Study* although students with disabilities may be functioning and assessed at a grade level lower than the one to which they are assigned. For the 2002-03 accountability year, participating students used the AAAI as an alternate assessment for end-of-grade reading (assigned grades 3-8 only), end-of-grade mathematics (assigned grades 3-8 only), the state writing assessment (assigned grades 4, 7, and 10 only), and/or the high school comprehensive test (assigned grade 10 only). In addition, beginning in the spring of 2003, the AAAI was initially piloted as an alternate assessment for the end-of-course tests; however, this report does not contain the pilot data. Teachers use this academic checklist to document student performance on objectives in the specific content areas. If a student is assessed on-grade level (at the assigned grade level), the student can receive an Achievement Level of I, II, III, or IV. If a student is assessed off-grade level (any grade below the assigned grade level), the student can receive Achievement Level I or II. LEP students must be assessed on-grade level (at the assigned grade level). Students with disabilities may be assessed off-grade level in reading and/or mathematics. The assessor (the teacher) also indicates on the academic checklist if the student achieved growth on the content being assessed. The AAAI was piloted in the 2000-01 accountability year and administered operationally in the 2001-02 accountability year. This report includes the AAAI results for reading and mathematics for the 2002-03 accountability year. The AAAI results for writing are published in the writing assessment report for 2002-03.

- *Alternate Assessment Portfolio (AAP)*. The alternate assessment portfolio is a year-long assessment process that involves a representative and deliberate collection of student work/information that allows the user(s) to make judgments about what a student knows and is able to do, and the progress that has been made in relation to the goals specified in the student's Individualized Education Program (IEP). The assessment has been implemented in response to the Individuals with Disabilities Education Amendments (IDEA) legislation that requires all students to participate in the statewide assessment program and the No Child Left Behind Act of 2001 (NCLB).
- *High School Comprehensive Test*. The high school comprehensive test in reading and mathematics was first administered in 1997-98 to all students in grade 10. The multiple-choice test assesses the English/

Test Descriptions (continued)

language arts and mathematics competencies the typical student should master by the end of grade 10. The test was designed to measure student growth in achievement in reading and mathematics since completion of grade 8. The test was administered to more than 86,000 students in the final three weeks of April 2003 for the purpose of reporting Annual Yearly Progress (AYP) results as required by the Title I legislation set forth under the NCLB Act of 2001.

- Multiple-Choice End-of-Course Tests. End-of-course tests were designed to measure student performance on curricular goals and objectives for the tested courses with an emphasis on higher-order thinking skills. These multiple-choice tests were administered in: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; Geometry; Physical Science; Physics; and U. S. History. Approximately 697,000 tests were administered within the final two weeks (or the equivalent for the non-traditional schedules) of the 2002-03 school year.

Grade 3 Pretest Findings

- Achievement Level III or Above. Results show that 72.9 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 84.9 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the grade 3 *reading* pretest in 2002-03 increased 0.1 percentage points from 2001-02. The percent of students scoring at or above Achievement Level III on the grade 3 *mathematics* pretest in 2002-03 increased 2.1 percentage points from 2001-02. The *mathematics* component of the pretest was revised in the 2000-01 school year to reflect revisions in the curriculum.

- Mean Scale Scores. The grade 3 *reading* pretest mean scale score was placed on a revised developmental scale. The revised grade 3 pretest *reading* scale score range is 213 to 264 and the mean scale score is 238.8 in 2002-03. The mean scale score in 2001-02 was 139.3 on the previous scale. The grade 3 *mathematics* pretest scale score range is 211 to 260 and the mean scale score increased from 237.1 in 2001-02 to 237.4 in 2002-03.

- Gender. A higher percentage of females than males, in their respective ethnic subgroups, performed at Achievement Level III or above in the grade 3 *reading* and *mathematics* pretests with the exception of Asian males in *mathematics* at 90.9 percent versus Asian females at 90.6 percent.

- Ethnicity. Differences in performance among subgroups were noted in the results. In *reading*, the Hispanic (58.0%), American Indian (58.9%), and Black (60.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial

Grade 3 Pretest Findings (continued)

(75.1%), Asian (76.7%), and White (80.3%) subgroups. In *mathematics*, the American Indian (72.9%), Black (74.5%), and Hispanic (79.8%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (85.6%), White (90.3%), and Asian (90.8%) subgroups. In comparison to 2001-02, all subgroups have the same or higher percentages of students performing at Achievement Level III or above in *mathematics* in 2002-03.

End-of-Grade Test Findings

- *Achievement Level III or Above*. Data from 2002-03 indicate the percentage of students in grades 3-8 performing at Achievement Level III and above in both *reading* and *mathematics* continues to increase, from 52.9 percent in 1992-93 to 80.8 percent in 2002-03.
- *Mean Scale Scores*. The mean scale scores for *reading* increased from 2001-02 to 2002-03 at every grade level. Mean scale scores for *mathematics* increased at every grade level. On average, student performance increased on end-of-grade testing every year since testing began in 1992-93. The developmental scale for *mathematics* was revised effective with the 2000-01 school year to a scale of 218 to 310 (from a prior scale of 98 to 208) across grades 3 through 8. The developmental scale for *reading* was revised effective with the 2002-03 school year to a scale of 216 to 290 (from a prior scale of 114 to 187) across grades 3 through 8.
- *Gender*. In 2002-03, a higher percentage of females (83.6%) than males (78.2%) scored at or above Achievement Level III in both *reading* and *mathematics* in grades 3-8 combined. The number of females and males performing at Achievement Level III continues to rise across the years with the performance of females consistently exceeding that of males.
- *Ethnicity*. Differences in performance were present among the ethnic subgroups in 2002-03. The Black (66.9%), Hispanic (70.2%), and American Indian (72.3%) subgroups had lower percentages performing at Achievement Level III or above in both *reading* and *mathematics* in grades 3-8 combined than the Multi-Racial (83.9%), Asian (87.4%), and White (88.8%) subgroups in these data. Each subgroup had a higher percentage of students in 2002-03 scoring at Achievement Level III or above than in 2001-02.
- *Students with Limited English Proficiency*. In grades 3-8 combined, 56.3 percent of students identified as limited English proficient scored at Achievement Level III or above in *reading* and *mathematics* in 2002-03 in comparison to 45.0 percent in 2001-02.
- *Students with Disabilities*. At grades 3-8 combined, 50.7 percent of students with disabilities performed at or above Achievement Level III in *reading* and *mathematics*. In 2001-02, 45.3 percent of students with

End-of-Grade Test Findings (continued)

disabilities met this standard.

- *Title I and Migrant*. In grades 3-8 combined, 76.3 percent of students in a Schoolwide Title I program performed at Achievement Level III or above in both *reading* and *mathematics*. For those receiving services in a Migrant program, 63.7 percent of students in grades 3-8 performed at Achievement Level III or above in both *reading* and *mathematics*.

Alternate Assessment Academic Inventory (AAAI) Findings

- *Participation by Assigned Grade Level*. In the 2002-03 accountability year, more participating students were assigned to the lower grades (3-5) than to the higher grades (6-8, 10). The number of students assessed decreases as the assigned grade level increases. For example, 3,291 third graders were assessed, 2,635 sixth graders were assessed, and 1,022 tenth graders were assessed in *reading*.
- *Students Tested*. For the AAAI, 5,837 students were assessed on-level in *reading*, 5,392 students were assessed on-level in *mathematics*, 12,203 students were assessed off-level in *reading*, and 10,821 students were assessed off-level in *mathematics*.
- *Achievement Level III or Above*. For the on-level AAAI in *reading*, 13.4 percent of students scored at or above Achievement Level III. For the on-level AAAI in *mathematics*, 17.5 percent of students scored at or above Achievement Level III.
- *Percent Achieving Growth*. For the AAAI in *reading*, 83.9 percent of students assessed on-level achieved growth and 95.0 percent of students assessed off-level achieved growth. For the AAAI in *mathematics*, 85.8 percent of the students assessed on-level achieved growth and 94.9 percent of students assessed off-level achieved growth.
- *Gender*. For the on-level AAAI, there was a slightly higher number of males participating than females. For the off-level AAAI, approximately two-thirds of the students participating were males. The percents for on-level *reading* showing growth were 84.0 percent for females (11.3% performing at or above Level III), and 83.8 percent for males (15.1% performing at or above Level III). The percents for on-level *mathematics* showing growth were 86.6 percent for females (16.3% performing at or above Level III), and 85.0 percent for males (18.5% performing at or above Level III). For the off-level AAAI in *reading*, the percents showing growth were 95.6 percent for females and 94.7 percent for males. For the off-level AAAI in *mathematics*, the percents showing growth were 95.0 percent for females and 94.8 percent for males.
- *Ethnicity*. The vast majority of the students participating in the AAAI on-level were in the Hispanic subgroup. For on-level AAAI *reading*,

Alternate Assessment Academic Inventory (AAAI) Findings (continued)

the results for the four ethnic subgroups with the highest numbers of participants are as follows: Hispanic (80.8% achieving growth/6.6% performing at or above Level III), Asian (86.5% achieving growth/11.2% performing at or above Level III), Black (91.2% achieving growth/30.6% performing at or above Level III), and White (91.2% achieving growth/30.6% performing at or above Level III). For on-level AAAI *mathematics*, the results for the four ethnic subgroups with the highest numbers of participants are as follows: Hispanic (83.5% achieving growth/11.4% performing at or above Level III), Black (89.2% achieving growth/31.3% performing at or above Level III), Asian (90.6% achieving growth/27.6% performing at or above Level III), and White (93.0% achieving growth/30.0% performing at or above Level III). For the off-level AAAI in *reading* and *mathematics*, two ethnic subgroups had the most participating students: Black (94.7% achieving growth in *reading*/94.6% achieving growth in *mathematics*) and White (95.6% achieving growth in *reading*/95.5% achieving growth in *mathematics*). For off-level AAAI *reading* and *mathematics*, the American Indian subgroup had the highest percent achieving growth (98.3% for *reading* and 98.1% for *mathematics*), and the Hispanic subgroup had the lowest percent achieving growth (92.8% for *reading* and 91.6% for *mathematics*).

- *Students with Disabilities*. Although most classifications of disabilities were represented in the student population assessed with AAAI, the majority of the students were coded as specific learning disabled or educable mentally disabled. For learning disabled students, the percent of students achieving growth was 93.5 percent for on-level AAAI *reading*/42.4 percent performing at or above Level III, 91.8 percent for on-level AAAI *mathematics*/34.2 percent performing at or above Level III, 95.1 percent for off-level AAAI *reading*, and 94.8 percent for off-level AAAI *mathematics*. For educable mentally disabled students, the percent of students achieving growth was 94.7 percent for on-level AAAI *reading*/44.8 percent performing at or above Level III, 94.9 percent for on-level AAAI *mathematics*/45.5 percent performing at or above Level III, 95.6 percent for off-level AAAI *reading*, and 95.3 percent for off-level AAAI *mathematics*.

- *Students with Limited English Proficiency*. For on-level AAAI *reading*, 81.8 percent of students identified as limited English proficient achieved growth with 6.9 percent performing at or above Achievement Level III. For on-level AAAI *mathematics*, 84.7 percent achieved growth and 13.2 percent performed at or above Level III. Students identified as limited English proficient must also have a disability in order to participate in an off-level AAAI. For off-level AAAI, 91.0 percent of students with disabilities and limited English

Alternate Assessment Academic Inventory (AAAI) Findings (continued)

proficiency achieved growth in *reading* and 90.7 percent achieved growth in *mathematics*.

- _Title I and Migrant_. Of the Schoolwide Title I program schools, 19.8 percent of students performed at or above Achievement Level III and 84.5 percent of students showed growth for the on-level AAAI in *reading*. Results from the on-level AAAI *mathematics* show that 21.4 percent of students performed at or above Achievement Level III and 86.1 percent of students achieved growth. The percentage of students who showed growth with the off-level AAAI in *reading* is 95.7 percent and 95.7 percent of students showed growth with the off-level AAAI in *mathematics*.
- Of the Migrant program schools, 13.7 percent of students performed at or above Achievement Level III and 82.7 percent of students showed growth for the on-level AAAI in *reading*. For the on-level AAAI in *mathematics*, 16.4 percent of students performed at or above Achievement Level III and 84.2 percent showed growth. For the off-level AAAI, 90.8 percent of students achieved growth in *reading* and 87.4 percent achieved growth in *mathematics*.

Alternate Assessment Portfolio (AAP) Findings

- The total number of students assessed by the alternate assessment portfolio in 2002-03 was 3,146.
- _Achievement Level III or Above_. The results show that 47.7 percent of all students scored at or above Achievement Level III for *reading* and 52.2 percent of all students scored at or above Achievement Level III for *mathematics*.
- _Gender_. A higher percentage of males (48.9%) than females (45.9%) performed at Achievement Level III or above in *reading*. A higher percentage of males (53.0%) than females (51.0%) performed at Achievement Level III or above in *mathematics*.
- _Ethnicity_. Differences in performance were present among the ethic subgroups in 2002-03. The Hispanic (37.4%), White (46.2%), and Asian (49.0%) subgroups had lower percentages performing at Achievement Level III or above in *reading* than the Black (49.2%), Multi-Racial (54.9%), and American Indian (64.7%) subgroups. In *mathematics*, the Hispanic (49.6%), White (50.1%), and Multi-Racial (51.0%) subgroups had lower percentages performing at Achievement Level III or above than the Black (53.5%), Asian (62.7%), and American Indian (70.6%) subgroups.
- _Students with Limited English Proficiency_. The results show that 37.4 percent of students identified as limited English proficient scored at Achievement Level III or above in *reading* and 47.3 percent of students identified as limited English proficient scored at Achievement Level III or above in *mathematics*.

Alternate Assessment Portfolio (AAP) Findings (continued)

- *Title I*. The results show that 50.1 percent of students in a Schoolwide Title I program scored at Achievement Level III or above in *reading* and 52.8 percent of students in a Schoolwide Title I program scored at Achievement Level III or above in *mathematics*.
- *Migrant*. These results are not published because data are not reported for categories with fewer than thirty students.
- *Students with Disabilities*. The results for students scoring at Achievement Level III or above in *reading* are reported for the following categories: Severely/Profoundly Mentally Disabled (43.6%), Multihandicapped (44.7%), Autistic (45.1%), Educable Mentally Disabled (46.8%), Other Health Impaired (49.4%), and Trainable Mentally Disabled (52.2%). The results for students scoring at Achievement Level III or above in *mathematics* are reported for the following categories: Severely/Profoundly Mentally Disabled (44.3%), Multihandicapped (47.6%), Autistic (50.6%), Other Health Impaired (53.1%), Educable Mentally Disabled (55.1%), and Trainable Mentally Disabled (57.8%). Data are not reported for categories with fewer than thirty students.
- *Percent Achieving Growth*. The percentage of all students achieving growth toward skill mastery of assessed objectives was 92.1 percent. The percentage of all students not achieving growth toward skill mastery of assessed objectives was 3.2 percent.

High School Comprehensive Test Findings

- *Achievement Level III or Above*. The results show that 64.8 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 70.0 percent scored at or above Achievement Level III in *mathematics*. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *reading* in 2002-03 increased by 3.2 percentage points in 2000-01, the last time the test was administered. Also, the percent of students scoring at or above Achievement Level III on the high school comprehensive test in *mathematics* in 2002-03 increased 3.2 percentage points from 2000-01.
- *Mean Scale Scores*. The high school comprehensive mean scale score in *reading* increased from 164.9 in 2000-01 to 165.3 in 2002-03. The high school comprehensive mean scale score in *mathematics* increased from 178.4 in 2000-01 to 179.9 in 2002-03.
- *Gender*. A higher percentage of females than males, in their respective ethnic categories, performed at Achievement Level III or above in *reading* and *mathematics* in these data. The percent of females at or above Achievement Level III in *reading* increased from 66.8 percent in 2000-01 to 69.5 percent in 2002-03. The percent of males at or above Achievement Level III in *reading* increased from 56.3 percent in 2000-

High School Comprehensive Test Findings (continued)

01 to 60.0 percent in 2002-03. The percent of females at or above Achievement Level III in *mathematics* increased from 68.3 percent in 2000-01 to 71.9 percent in 2002-03. The percent of males at or above Achievement Level III in *mathematics* increased from 65.2 percent in 2000-01 to 68.2 percent in 2002-03.

- *Ethnicity*. Disparities in performance among the ethnic subgroups were noted in the results. In *reading*, the Black (43.8%), Hispanic (46.0%), and American Indian (49.4%) subgroups had lower percentages performing at or above Achievement Level III than the Asian (66.4%), Multi-Racial (69.7%), and White (75.3%) subgroups. In *mathematics*, the Black (49.2%), Hispanic (54.5%), and American Indian (59.3%) subgroups had lower percentages performing at or above Achievement Level III than the Multi-Racial (70.9%), White (80.0%), and Asian (80.8%) subgroups in these data. In comparison to 2000-01, the performance of all subgroups in *reading* and *mathematics* increased with the exception of the Hispanic subgroup.
- *Students with Limited English Proficiency*. These results show that 1.8 percent of all students taking the high school comprehensive test were identified as limited English proficiency in 2002-03 as compared to 0.9 percent in 2000-01. In 2002-03, 22.3 percent of students identified as limited English proficient scored at or above Achievement Level III *reading*, an increase of 0.5 percent from 2000-01. In addition, 39.3 percent of these students scored at or above Achievement Level III in *mathematics,* an increase of 0.7 percent from 2000-01.
- *Students with Disabilities*. In 2002-03, 24.7 percent of students with disabilities performed at or above Achievement Level III in *reading* as compared to 21.4 percent in 2000-01. There was also an increase in the percent of students with disabilities who met this standard for *mathematics* from 27.3 percent in 2000-01 to 31.2 percent in 2002-03.
- *Title I and Migrant*. Among the students participating in a Schoolwide Title I program, 40.0 percent performed at Achievement Level III or above in *reading* and 45.7 performed at Achievement Level III or above in *mathematics*. For those students receiving services in a Migrant program, 28.1 percent performed at Achievement Level III or above in *reading* and 47.5 percent performed at Achievement Level III or above in *mathematics*.

End-of-Course Test Findings

- The statewide administration of end-of-course tests in the areas of Algebra II, Chemistry, Geometry, Physical Science, and Physics was mandated beginning with the 1998-99 school year; therefore, comparisons across years for the 1995-96, 1996-97, and 1997-98 school years are not available. During those years, the tests in Algebra II, Chemistry, Geometry, Physical Science, and Physics were not

End-of-Course Test Findings (continued)

administered as statewide assessments.

- *Achievement Level III or Above*. From 2001-02 to 2002-03, student performance at or above Achievement Level III increased in six of the ten end-of-course tests. The comparison of results from 2001-02 to 2002-03 is as follows: Algebra I decreased from 78.9 percent to 78.6 percent; Algebra II increased from 76.9 percent to 78.8 percent; Biology decreased from 69.3 percent to 61.0 percent; Chemistry increased from 70.6 percent to 74.2 percent; Economic, Legal, and Political Systems decreased from 69.5 percent to 69.3 percent; English I increased from 69.6 percent to 81.6 percent; Geometry increased from 66.3 percent to 69.5 percent; Physical Science increased from 61.5 percent to 64.0 percent; Physics decreased from 84.4 percent to 83.4 percent; and U.S. History increased from 50.1 percent to 54.9 percent.

- *Mean Scale Scores*. The 2002-03 end-of-course mean scale scores are: Algebra I (62.5); Algebra II (65.8); Biology (56.6); Chemistry (60.9); Economic, Legal, and Political Systems (55.6); English I (57.7); Geometry (61.2); Physical Science (56.2); Physics (60.6); and U.S. History (57.4). All mean scale scores increased from 2001-02 to 2002-03 with the exception of Algebra I, which remained the same; Biology, which decreased by 1.3; Economic, Legal, and Political Systems, which remained the same; and Physics, which decreased by 0.1.

- *Gender*. A higher percentage of females than males performed at Achievement Level III or above on the end-of-course tests on Algebra I and English I in 2002-03 A higher percentage of males than females scored at or above Achievement Level III on the Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; Geometry; Physical Science; Physics; and U.S. History end-of-course tests. Percentages at or above Achievement Level III performance on end-of-course tests were as follows: Algebra I (male, 76.6%; female, 80.6%); Algebra II (male, 78.8%; female, 78.7%); Biology (male, 62.7%; female, 59.3%); Chemistry (male, 76.7%; female, 72.2%); Economic, Legal, and Political Systems (male, 70.4%; female, 68.2%); English I (male, 77.0%; female, 86.2%); Geometry (male, 72.6%; female, 66.7%); Physical Science (male, 66.0%; female, 61.9%); Physics (male, 86.9%; female, 78.8%); U.S. History (male, 58.7%; female, 51.2%).

- *Ethnicity*. The trend showing differences in performance among the ethnic subgroups continued in 2002-03. All subgroups had an increase in performance from 2001-02 to 2002-03 in Algebra II, Chemistry, English I, Geometry, and U.S. History. Decreases in performance from 2001-02 to 2002-03 were found for Hispanic, Multi-Racial, and

End-of-Course Test Findings (continued)

White subgroups in Algebra I; for all subgroups in Biology; for the Hispanic subgroup in Economic, Legal, and Political Systems; for the Multi-Racial subgroup in Physical Science; and for the Black, Hispanic, and White subgroups in Physics. The percentages at or above Achievement Level III performance on end-of-course tests are as follows: Algebra I (Black, 63.3%; American Indian, 72.1%; Hispanic, 72.4%; Multi-Racial, 79.6%; White, 86.4%; and Asian, 86.7%); Algebra II (Black, 61.5%; American Indian, 70.0%; Hispanic, 75.2%; Multi-Racial, 79.0%; White, 84.8%; and Asian, 85.3%); Biology (Black, 36.0%; Hispanic, 46.3%; American Indian, 47.5%; Multi-Racial, 66.1%; Asian, 68.3%; and White, 73.2%); Chemistry (Black, 52.4%; Hispanic, 65.2%; American Indian, 66.6%; Multi-Racial, 73.2%; Asian, 78.9%; and White, 80.8%); Economic, Legal, and Political Systems (Black, 48.2%; Hispanic, 53.2%; American Indian, 59.5%; Asian, 70.9%; Multi-Racial, 74.7%; and White, 80.5%); English I (Hispanic, 64.4%; American Indian, 67.1%; Black, 69.0%; Multi-Racial, 85.1%; Asian, 85.7%; and White, 88.8%); Geometry (Black, 41.7%; American Indian, 57.9%; Hispanic, 62.3%; Multi-Racial, 68.9%; Asian, 77.7%; and White, 81.2%); Physical Science (Black, 44.7%; Hispanic, 53.3%; American Indian, 53.9%; Multi-Racial, 63.2%; Asian, 68.9%; and White, 74.3%); Physics (Black, 60.6%; American Indian, 69.7%; Hispanic, 76.3%; Asian, 86.4%; White, 87.4%; and Multi-Racial, 89.1%); U.S. History (Black, 32.6%; American Indian, 43.7%; Hispanic, 45.2%; Multi-Racial, 59.1%; Asian, 63.6%; and White, 64.5%).

- *Students with Limited English Proficiency*. Among students with limited English proficiency, the highest average performance was in Physics with 76.1 percent scoring at Achievement Level III or above. Performance on the other end-of-course tests was as follows: Biology (25.7%); U.S. History (26.7%); Economic, Legal, and Political Systems (31.2%); English I (38.8%); Physical Science (39.4%); Chemistry (55.6%); Geometry (56.7%); Algebra I (65.3%); and Algebra II (69.0%). The percent of students classified as limited English proficient on end-of-course tests in 2002-03 ranged from 0.4 percent in Physics to 1.6 percent in Algebra I; Economic, Legal, and Political Systems; and English I.
- *Students with Disabilities*. The results show that students with disabilities had an increase in performance from 2001-02 to 2002-03 in five end-of-course tests, a decrease in performance in four end-of-course tests, and no change in performance in one end-of-course test. The comparison of percent of students with disabilities at or above Achievement Level III from 2001-02 to 2002-03 is as follows: Algebra I increased from 53.2 percent to 53.9 percent; Algebra II decreased from 66.6 percent to 66.1 percent; Biology decreased from 38.8

End-of-Course Test Findings (continued)

percent to 32.8 percent; Chemistry stayed the same at 63.1 percent; Economic, Legal, and Political Systems decreased from 39.9 percent to 39.0 percent; English I increased from 29.9 percent to 45.4 percent; Geometry increased from 49.7 percent to 53.0 percent; Physical Science increased from 35.3 percent to 39.2 percent; Physics decreased from 81.5 percent to 77.1 percent; and U.S. History increased from 25.9 percent to 30.2 percent.

- *Title I*. Among the students participating in a Schoolwide Title I program, the percentage of students scoring at or above Achievement Level III is highest for Algebra I and lowest for Biology. The percentages are as follows: Algebra I (77.8%); Algebra II (55.0%); Biology (26.3%); Chemistry (49.4%); Economic, Legal, and Political Systems (49.6%); English I (65.6%); Geometry (37.5%); Physical Science (39.2%); Physics (29.2%); and U.S. History (29.5%).
- *Migrant*. For the reportable data of the students receiving services in a Migrant program, the highest percentage of these students scored at or above Achievement Level III in Algebra II (78.3%) and the lowest percentage was in Biology (31.3%). Performance in the other reported end-of-course subjects was as follows: Algebra I (75.1%); Economic, Legal, and Political Systems (39.7%); English I (48.3%); Geometry (71.4%); Physical Science (46.4%); and U.S. History (35.3%). Performance results in Chemistry and Physics are not published because data are not reported for categories with fewer than thirty students.

Definition of Terms

For All Tests

Average or mean scale score	Sum of all the scale scores of students with valid scale scores for a specific grade, subject, or course divided by the number of students with valid scale scores for a specific grade, subject, or course.
Data source	Data files are created when school systems scan individual student answer sheets at the local level immediately after testing.
Disability tables	On tables that report disabilities, the editing rule is if a disability classification and Section 504 are coded, then the data are counted in the disability classification only.
Disaggregation by ethnicity, gender, and other reporting variables	On disaggregated tables, both the numerator and denominator of percentages reported are restricted to the given category.
Number proficient	Number of students at Achievement Level III or Achievement Level IV for a specific grade, subject, or course in the data files.
Number tested	Number of students with valid scale scores in the data files for a specific grade, subject, or course.
Percent of population	Number of students with valid achievement levels in the data files for a specific grade, subject, or course in the reported category divided by the number of students in the state with valid achievement levels for a specific grade, subject, or course in the data files; due to rounding, the percent of students in each category plus the percent not coded may not add to 100.0 percent.
Percent proficient, or percent at or above Achievement Level III	Number of students in the data files with Achievement Level III or Level IV scores for a specific grade, subject, or course divided by the number of students with valid achievement levels in the data files for a specific grade, subject, or course.
Percent of students at Achievement Level I	Number of students at Achievement Level I divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent at different achievement levels may not equal the percent proficient.
Percent of students at Achievement Level II	Number of students at Achievement Level II divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent of students at different achievement levels may not equal the percent proficient.
Percent of students at Achievement Level III	Number of students at Achievement Level III divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent of students at different achievement levels may not equal the percent proficient.
Percent of students at Achievement Level IV	Number of students at Achievement Level IV divided by the total number of students with valid achievement levels in the data files. Due to rounding, adding the percent of students at different achievement levels may not equal the percent proficient.

For Grade 3 Pretests

Total (Verified Membership)	On Grade 3 Pretest tables that report data for the reasons students did not participate in the administration of the test, verified membership is the total student membership on the last day of the first month of the 2002-03 school year and comes from the Student Information Management System (SIMS/NCWISE). If test item responses are coded on the scannable answer sheet, the student participated in the test administration and receives a scale score. Students do not participate in the regular state multiple-choice test administrations when the student is coded as one of the following: (1) participated in the AAAI or the AAP; (2) was absent for the makeup test administration; or (3) was administered the state test prior to moving to the current school. If the misadministration bubble is coded on the scannable answer sheet, the student does not receive a scale score. In the event of a misadministration, the student is to be re-tested using another form of the test.

For End-of-Grade Tests	
Number proficient, both reading and mathematics	Number of students with valid reading achievement levels in the data files of Level III or Level IV and valid mathematics achievement levels in the data files of Level III and Level
Number tested	Number of students tested in both reading and mathematics is the number of students with valid reading achievement levels in the data files and valid mathematics achievement levels in the data files. On tables that report mean reading scale score, mean mathematics scale score, and percent proficient in both reading and mathematics, the number of students with valid scale scores in reading is reported.
Percent proficient, both reading and mathematics	Number of students with valid reading achievement levels in the data files of Level III or Level IV and valid mathematics achievement levels in the data files of Level III or Level IV divided by the number of students with valid reading achievement levels in the data files and valid mathematics achievement levels in the data files.
Total (Verified Membership)	On end-of-grade tables that report data for the reasons students did not participte in the administration of the test, verified membership is the total number of students enrolled in the grade represented by the number of records on the school system's Masterbuild file at the time of the actual test administration. If test item responses are coded on the scannable student answer sheet, the student participated in the test administration and receives a scale score. Students do not participate in the regular state multiple-choice test administrations when the student is coded as one of the following: (1) participated in the AAAI or the AAP; (2) was absent for the makeup test administration; or (3) was administered the state test prior to moving to the current school. If the misadministration bubble is coded on the scannable student answer sheet, the student does not receive a scale score. In the event of a misadministration, the student is to be re-tested using another form of the test.
For Alternate Assessment Academic Inventory (AAAI)	
On-Grade Level	Students who are assessed at the grade level to which they are assigned. Students with limited English proficiency must be assessed on-grade level unless they have a disability. Students with disabilities may be assessed on-grade level as determined by their Individualized Education Program (IEP) teams.
Off-Grade Level	Students with disabilities may be assessed at a grade level lower than their assigned grade level for reading and/or math, as determined by their IEP teams. Students with limited English proficiency may not be assessed off-grade level unless they also have a disability. Writing assessments may not be done off-grade level for any student.
Limited English Proficient	Students with limited English proficiency who have been assessed on the IDEA Proficiency test (IPT) as below intermediate/high in reading are eligible for the AAAI in reading and mathematics or end-of-course subjects for up to 24 months after initial enrollment in an LEA. They are eligible for the AAAI in writing in grades 4, 7, and 10 if they have been assessed on the IPT as below superior in writing for up to 24 months after initial enrollment
Students with Disabilities	The AAAI is an alternate assessment that is available for students with disabilities who have an Individualized Education Program (IEP) or Section 504 Plan. The IEP or 504 team determines student participation.
For End-of-Course Tests	
Average core score	Mean raw score on the common items for each form of the end-of-course tests (used before 1996-97).
Number tested	Number of students with valid scale scores for each subject includes duplication of students who failed the subject and took it again within the same accountability year.
Participation index	Number of students enrolled in a course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade 8.
Percent of scores at or above Achievement Level III across the five core courses	Number of scores at or above Achievement Level III for all five core courses put together, divided by the total number of tests with valid scale scores. The five core courses are: Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History.

Scale score	The raw score, or the number of test questions the student answers correctly, is converted to a developmental scale score. The developmental scale score allows for comparison of student scores by subject from one grade to the next; the score is like a ruler that measures growth from year to year.
For Goal Summaries and Frequency Distributions	
Number of observations	The number of observations used in the goal summaries and frequency distributions is the "Number of observations" with a valid developmental scale score. A student might be given a scale score even if their test was blank (if LEP year 1 or year 2, absent, transfer/visiting student, misadministration, alternate assessment, then a student would not get a score; otherwise, a student is given the lowest scale score for that form).

List of Approved Accommodations

Individualized Education Plan (IEP) and Section 504 Students

- Assistive Technology Devices
- Braille Edition
- Braille Writer/Slate and Stylus (and Braille Paper)
- Cranmer Abacus
- Dictation to Scribe
- Hospital/Home Testing
- Interpreter/Transliterator Signs/Cues Test
- Keyboarding Devices
- Large Print Edition
- Magnification Devices
- Multiple Testing Sessions
- One Test Item Per Page Edition
- Scheduled Extended Time
- Student Marks Answers in Test Book
- Test Administrator Reads Test Aloud (in English)
- Testing in a Separate Room

Limited English Proficient (LEP) Students

- English/Native Language Dictionary/Electronic Translator
- Multiple Testing Sessions
- Scheduled Extended Time
- Student Marks Answers in Test Book
- Test Administrator Reads Test Aloud (in English)
- Testing in a Separate Room

The 2002-03 North Carolina State Testing Results, North Carolina Grade 3 Pretest, End-of-Grade (Grades 3-8), High School Comprehensive, and End-of-Course Tests Multiple-Choice Tests and the North Carolina Alternate Assessment Academic Inventory (AAAI) and Alternate Assessment Portfolio (AAP)

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Introduction

The *2002-03 North Carolina State Testing Results* report provides information on student performance at the state level with some limited LEA reporting. See website http://disag.ncpublicschools.org for disaggregated state, LEA, and school performance data. These reports include data on the following multiple-choice tests/alternate assessments administered as components of the 2002-03 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics), alternate assessments for multiple-choice tests in reading and mathematics at grades 3-8 and 10, high school comprehensive test, and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 2002 test administration; the end-of-grade spring 2003 test administration; alternate assessments for the end-of-grade tests in the 2002-03 accountability year; high school comprehensive test spring 2003 administration; and the end-of-course summer 2002, fall 2002, and spring 2003 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools. Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test. Test data were reconciled with school systems' test data through August 27, 2003, the cutoff date for the 2002-03 school year reporting for the grade 3 pretest, the AAAI, the AAP, and the high school comprehensive test. Test data were reconciled with school systems' test data through August 19, 2003, the cutoff date for the 2002-03 school year reporting for the end-of-grade tests. Test data were reconciled with school systems' test data through September 10, 2003, the cutoff date for the 2002-03 school year reporting for the end-of-course tests.

The general focus of the 2002-03 *State Testing Results* report is on student *performance* on multiple-choice tests administered during the 2002-03 school year. However, many data are reported across years in order to show gains and trends in student performance. Student absolute *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State- and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scale scores; the percent of students identified at the four achievement levels; the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test, and end-of-course tests, are also presented, as well as percent achieving growth for the alternate assessments. Information in this document may be used as a reference for educational stakeholders interested in making comparisons, conducting analyses, and generating reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the multiple-choice grade 3 pretest, end-of-grade tests, alternate assessments for multiple-choice tests in reading and mathematics at grades 3-8 and 10 for the end-of-grade tests, high school comprehensive test, and end-of-course tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies defined in the North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 2002-03.

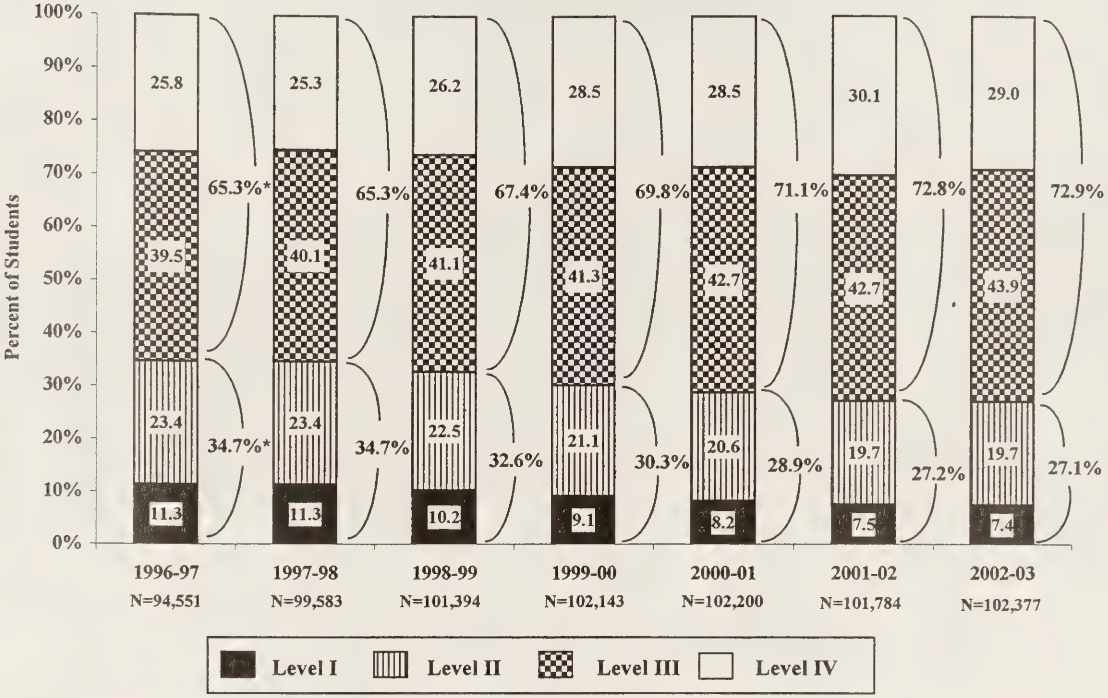
End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first administration of the Algebra I test. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96, under the ABCs plan, end-of-course tests were reduced to include Algebra I; Biology; Economic, Legal, and Political Systems (ELPS); English I; and U.S. History. Beginning in the 2001-02 school year, the following ten end-of-course tests were mandated: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 2002-03 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3-8. Administrations of alternate assessments for the end-of-grade tests, including the AAAI and the AAP, were administered to qualified students with disabilities in the 2001-02 accountability year. The administration of the North Carolina Grade 3 Pretest began in 1996-97. The high school comprehensive test of reading and mathematics began as a part of the North Carolina Testing Program in 1997-98. In 2001-02 it was removed from the program and was reinstated in 2002-03 to fulfill federal reporting requirements.

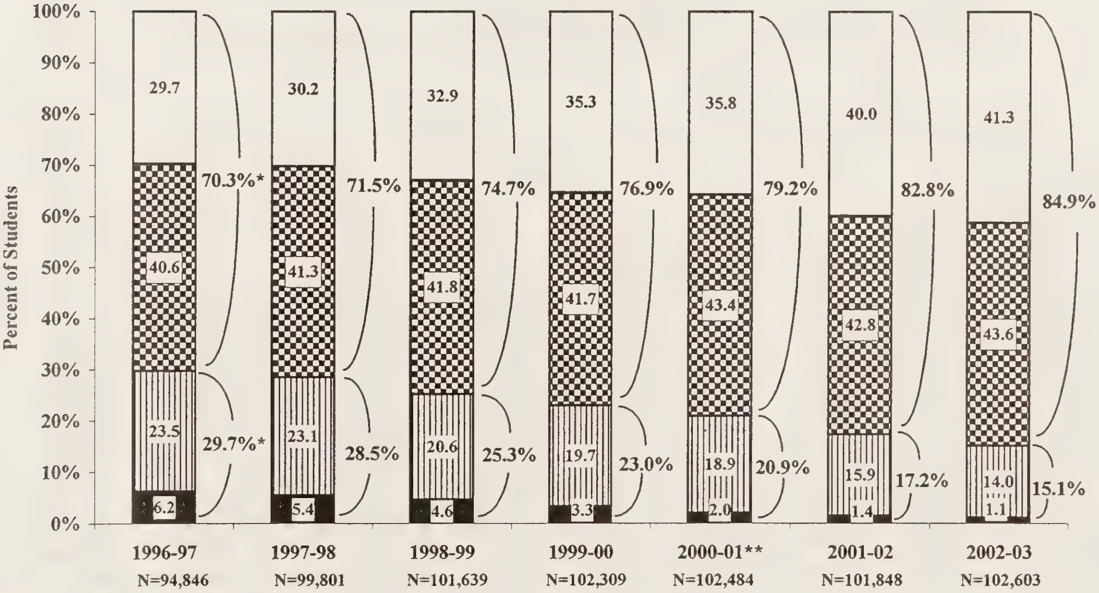
The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8 and 10 including alternate assessments, high school comprehensive test, and end-of-course multiple-choice tests from 1992-93 to 2002-03 with a focus on results for the 2002-03 school year. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student academic performance in North Carolina.

Introductory Figures

Intro. Figure 1. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading



Intro. Figure 2. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics



Notes: *Level I/II and Level III/IV percents are calculated based on actual N counts and are not the sum of each percent.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

N counts equal the number of students tested.

Prior to 2002-03, the grade 3 pretest reading scale score range was 119 to 162; beginning in 2002-03, the grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

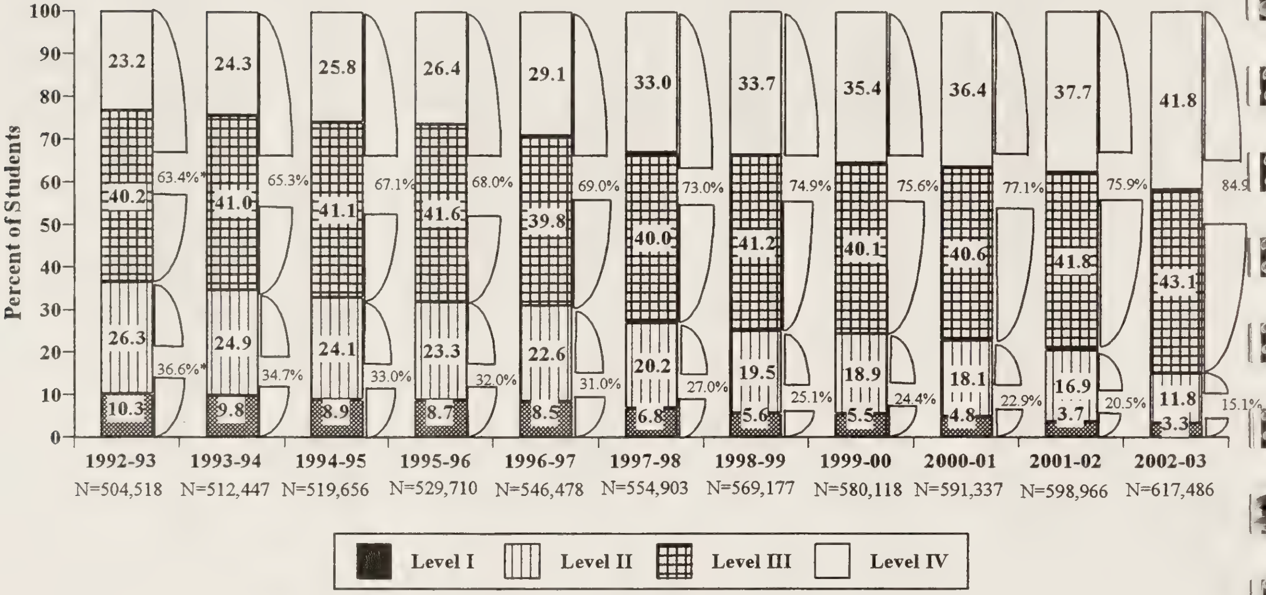
Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

Due to rounding, data for some years may not add to 100.0 percent.

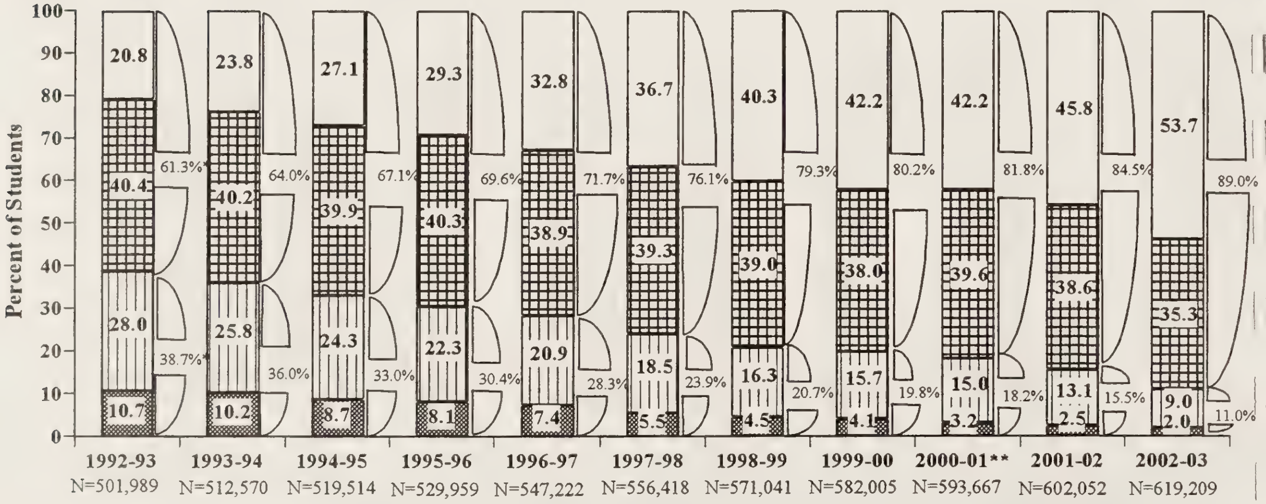
Data received from LEAs and charter schools after August 27, 2003 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading Across All Grades (3-8)



Intro. Figure 4. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics** Across All Grades (3-8)



Notes: *Level I/II and Level III/IV percents are calculated based on actual N counts and are not the sum of each percent.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

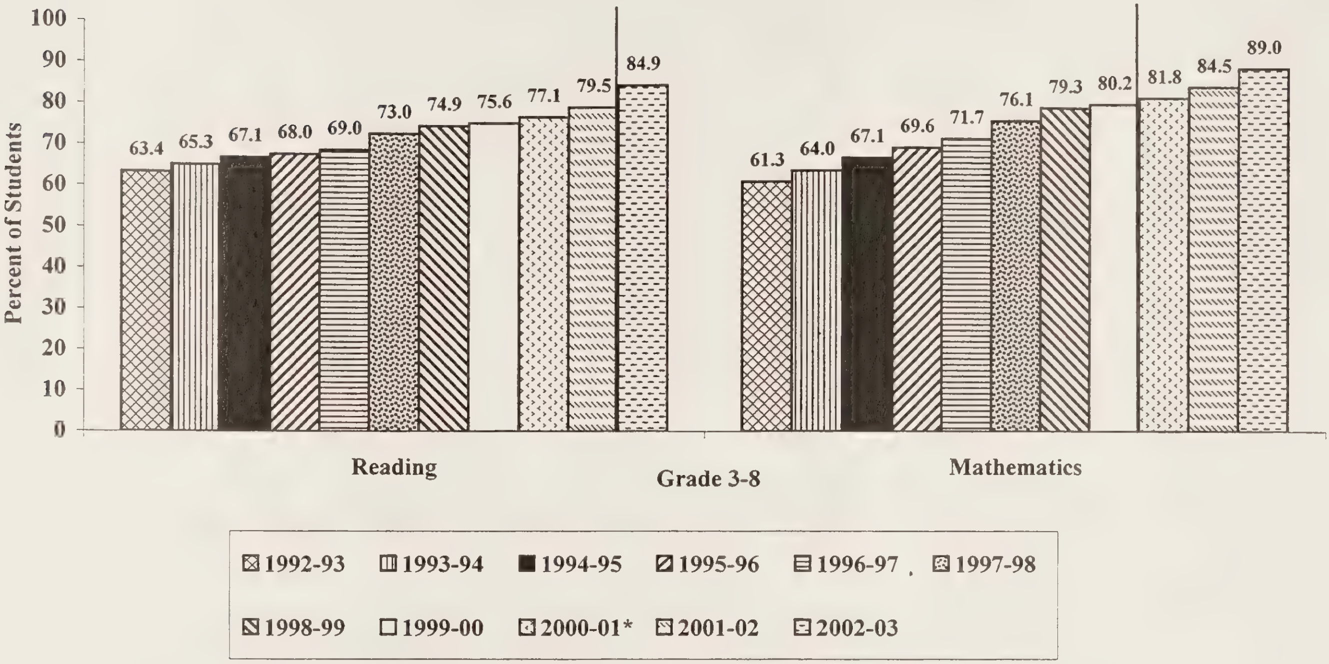
Due to rounding, data for some years may not add to 100.0 percent.

These two figures supercede all those previously published due to corrected reporting errors.

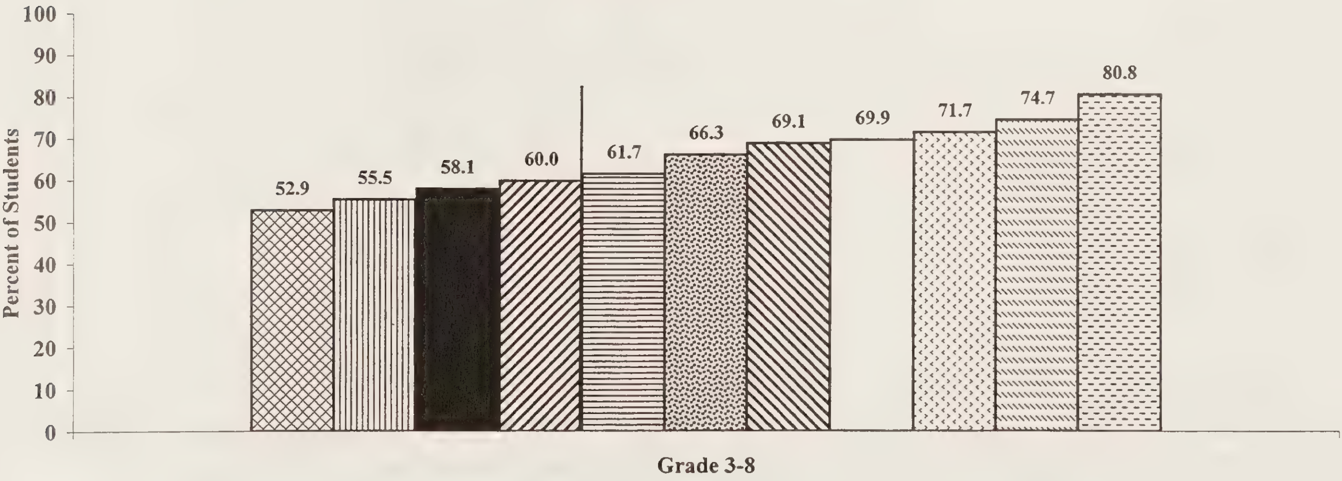
Data received from LEAs and charter schools after August 19, 2003 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III
Reading and Mathematics*
Grades 3-8

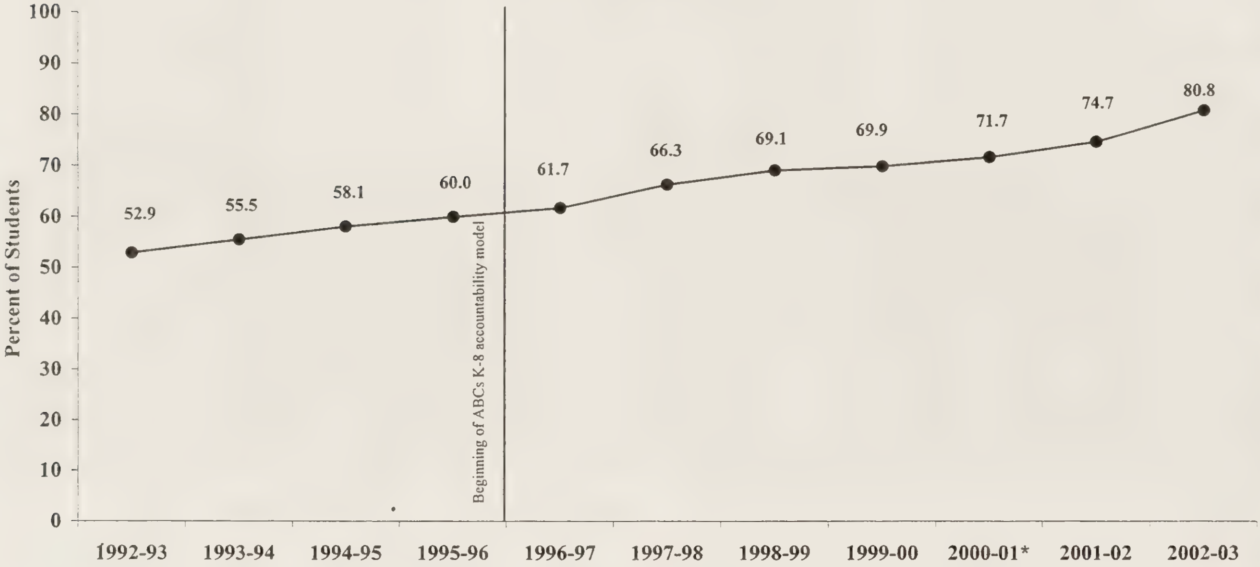


Intro. Figure 6. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grades 3-8

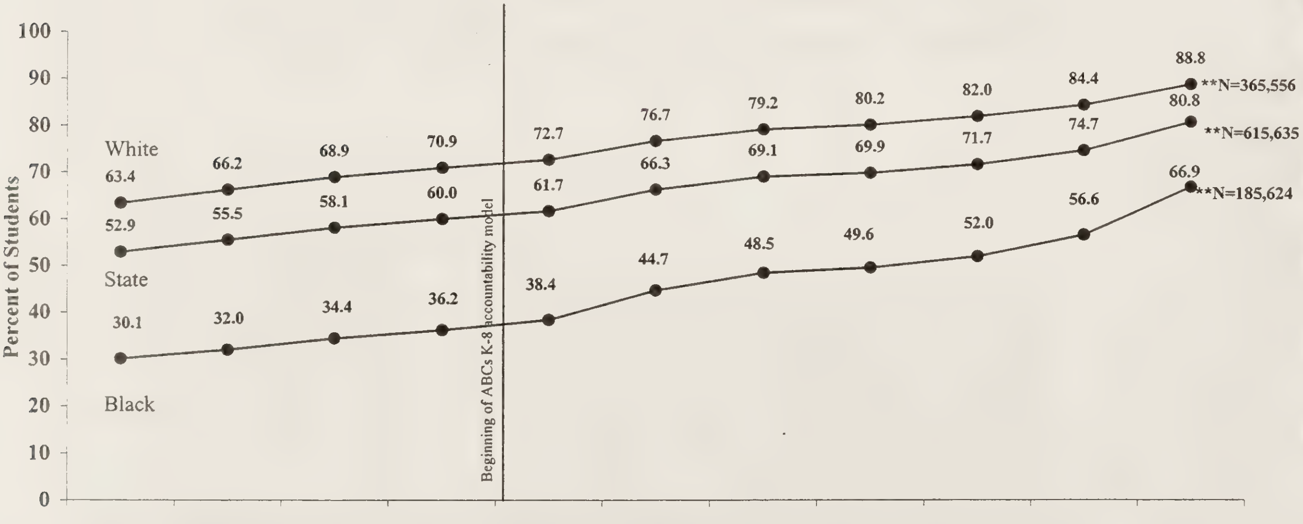


Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
The bold vertical lines in Intro. Figure 5 indicate that prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data and that prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01. The bold vertical line in Intro Figure 6 indicates the beginning of the ABCs K-8 accountability model.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.
Data received form LEAs and charter schools after August 19, 2003 are not included in these figures.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 7. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grades 3-8



Intro. Figure 8. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grades 3-8, for Black and White Students



Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

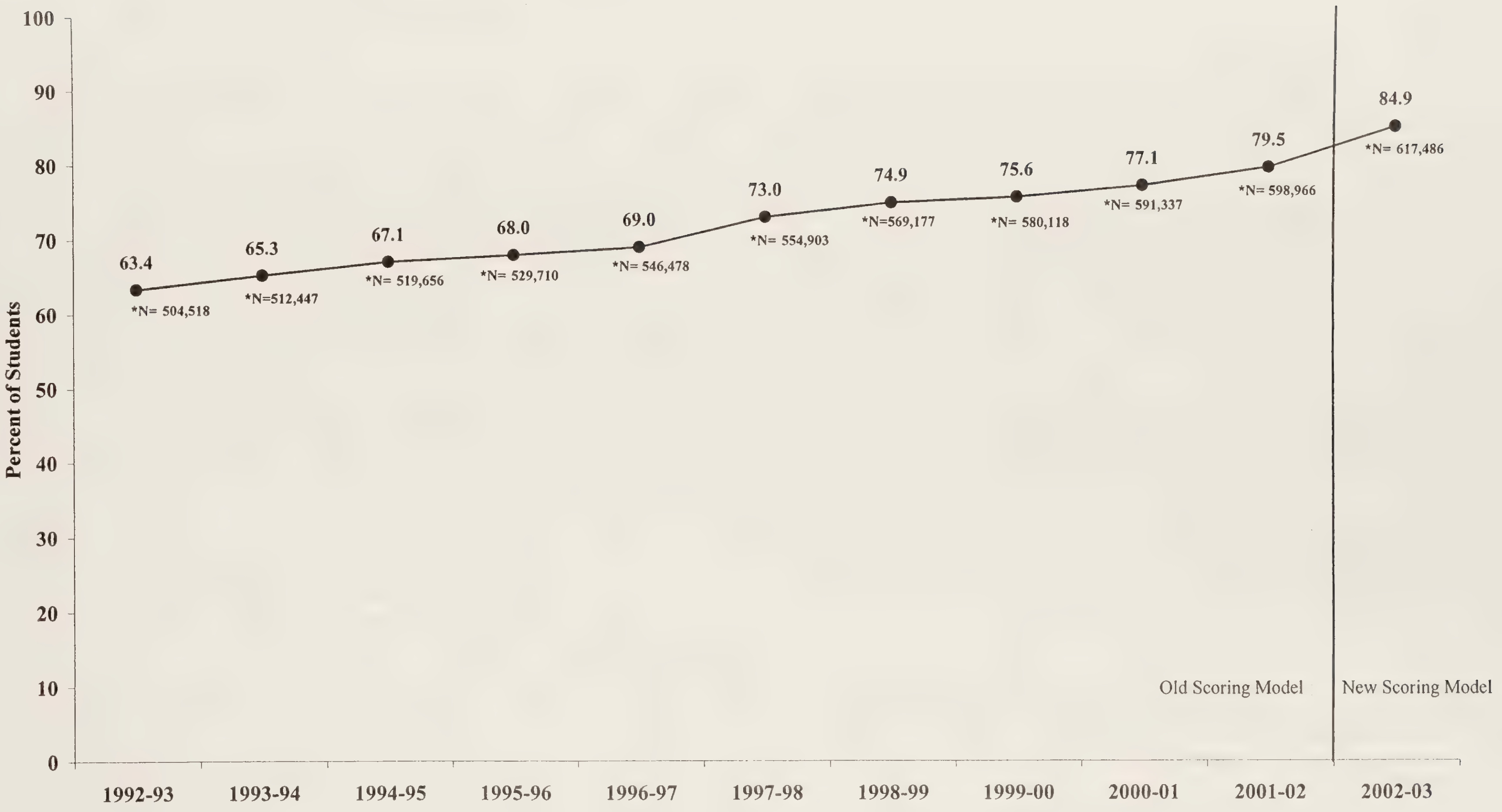
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The inclusion of Black and White ethnic groups in Intro. Figure 8 reflects their status as the largest ethnic groups in the state.

Data received from LEAs and charter schools after August 19, 2003 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 9. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading,
Across All Grades (3-8)



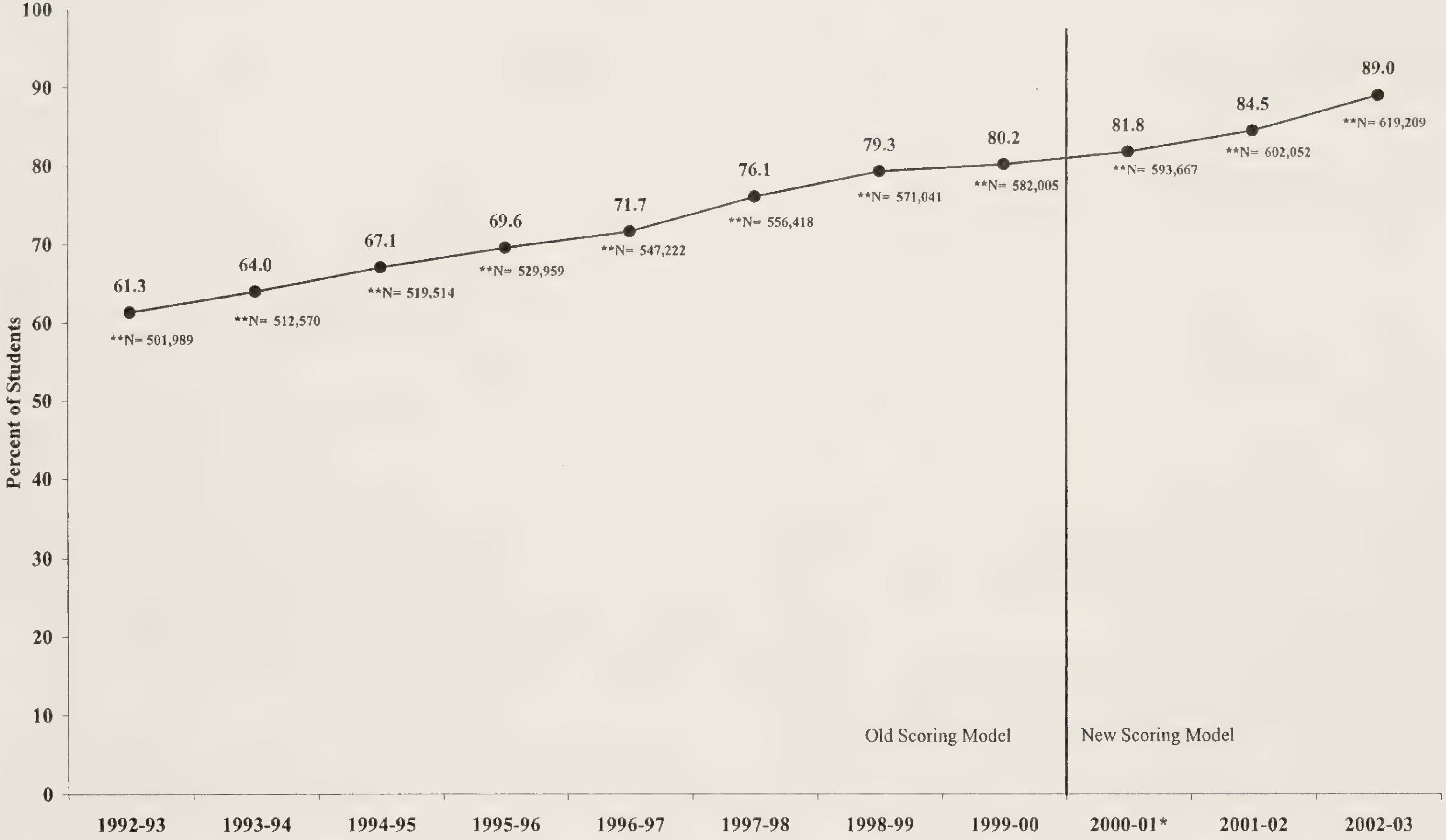
Notes: *N counts equal the number of students tested in reading.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 10. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Mathematics,* Across All Grades (3-8)



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

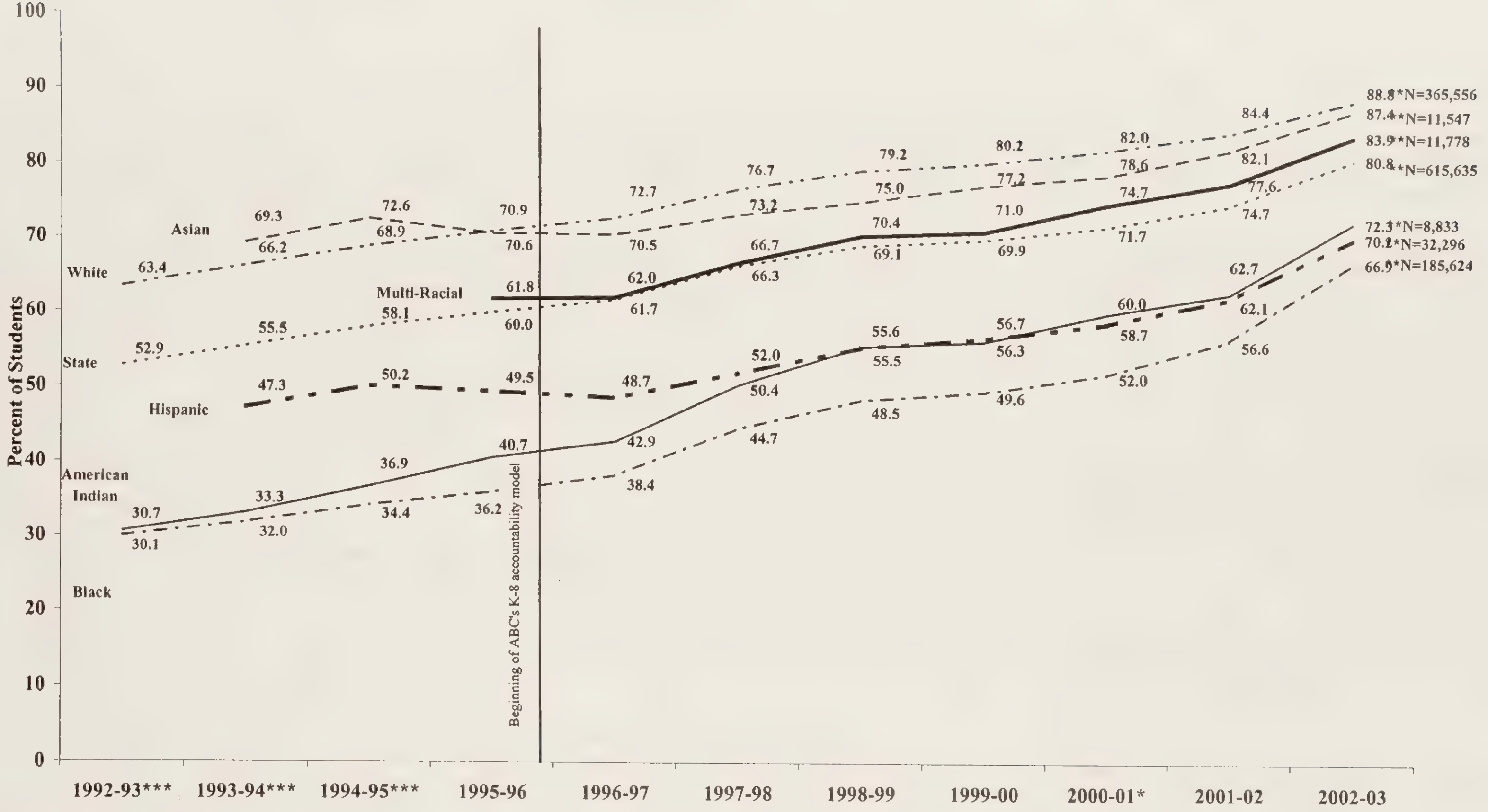
**N counts equal the number of students tested in mathematics.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 11. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grades 3-8, by Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested; previous years are comparable.

***Asian and Hispanic results were not reported in 1992-93. Results in the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

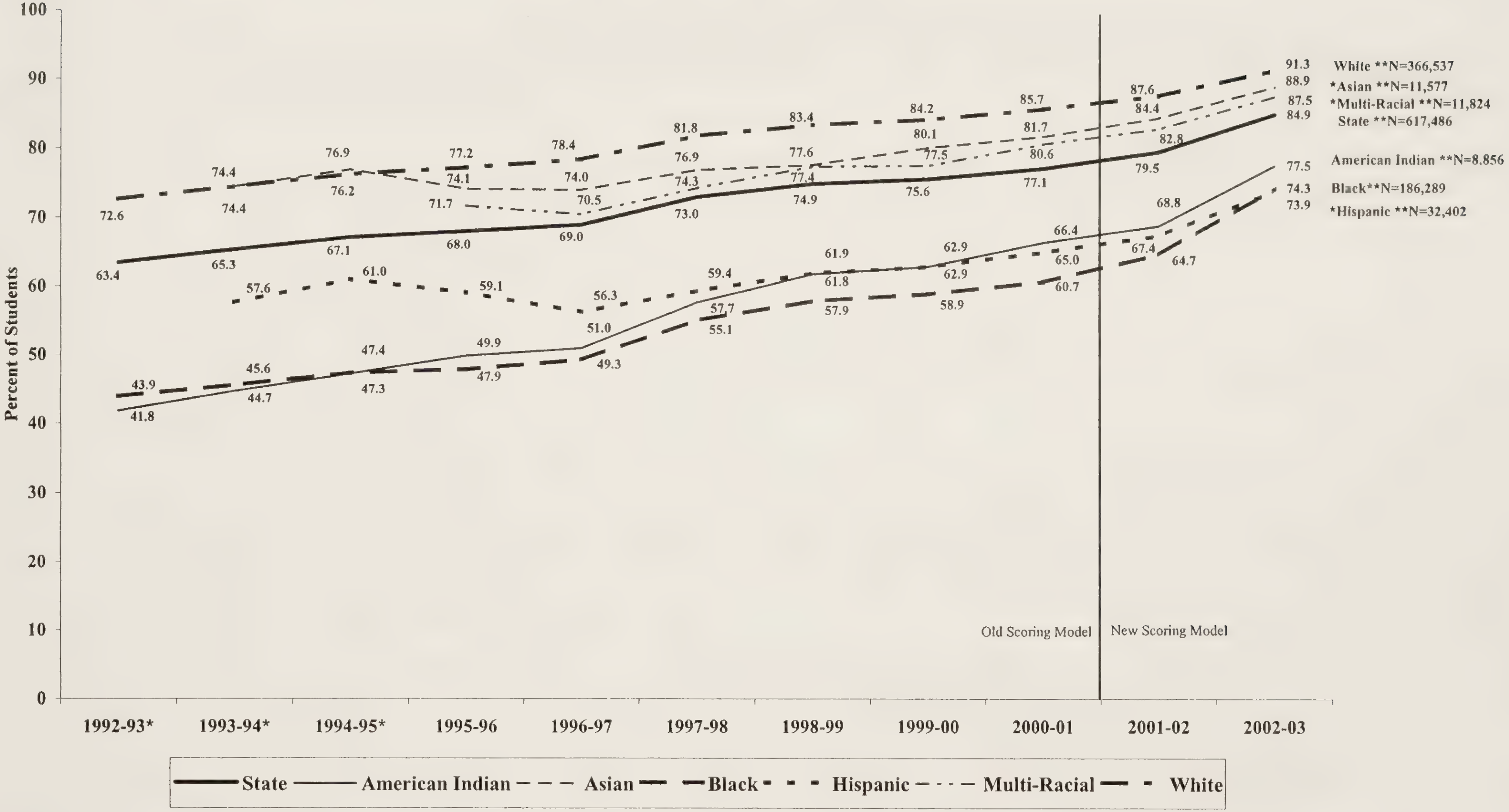
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested in only reading or mathematics or taking the alternate assessments.

Some data points are changed from previous publication to correct reporting errors.

Data received by LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 12. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading
Across All Grades (3-8), by Ethnicity



Notes: *Results for the Asian and Hispanic subgroups were not reported in 1992-93. Results for the Multi-Racial subgroup were not reported in 1992-93, 1993-94, and 1994-95.

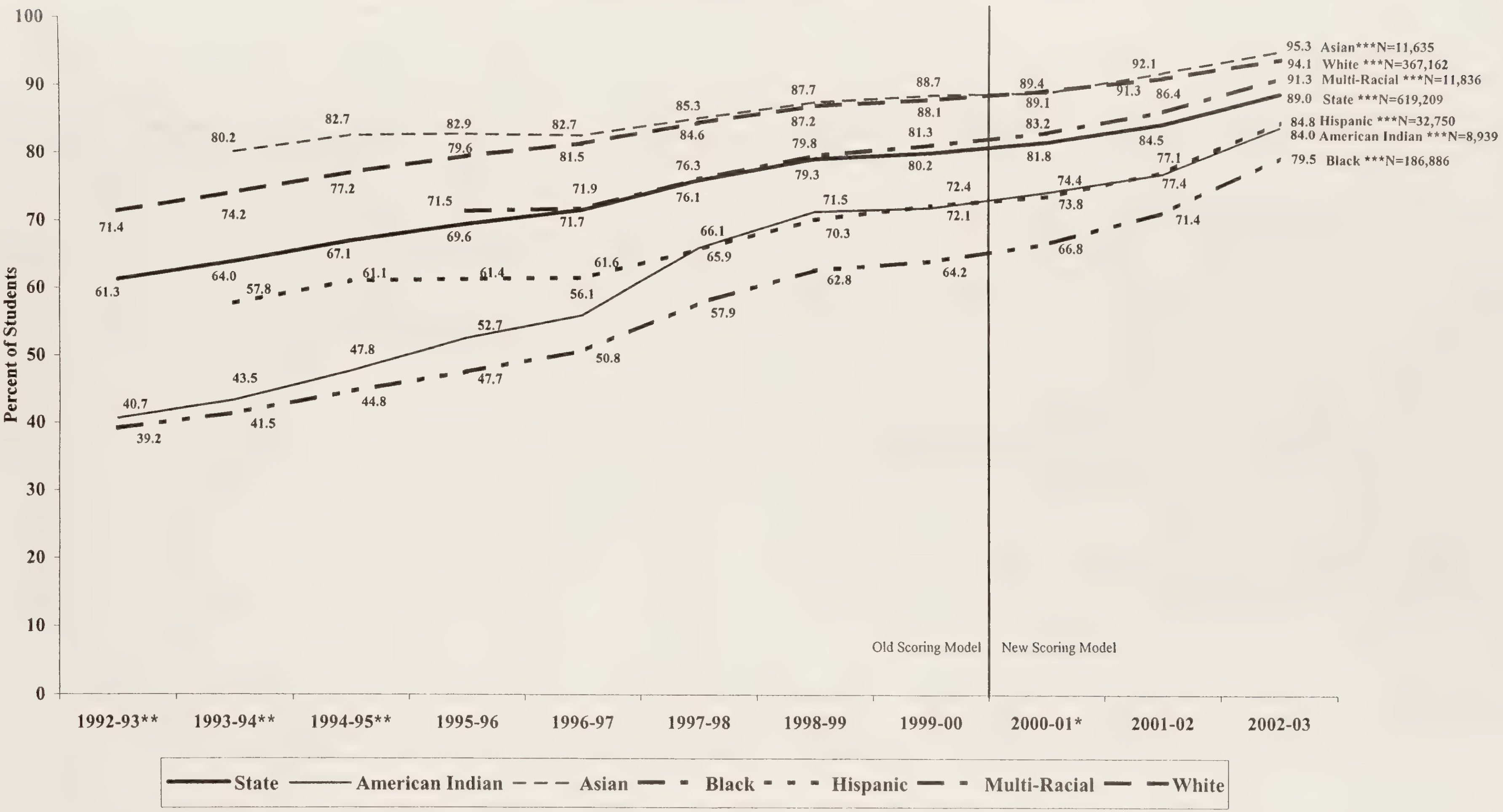
**N counts equal the number of students tested in reading; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 13. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Mathematics*
Across All Grades (3-8), by Ethnicity



**Results for the Asian and Hispanic subgroups were not reported in 1992-93. Results for the Multi-Racial subgroup were not reported in 1992-93, 1993-94, and 1994-95.

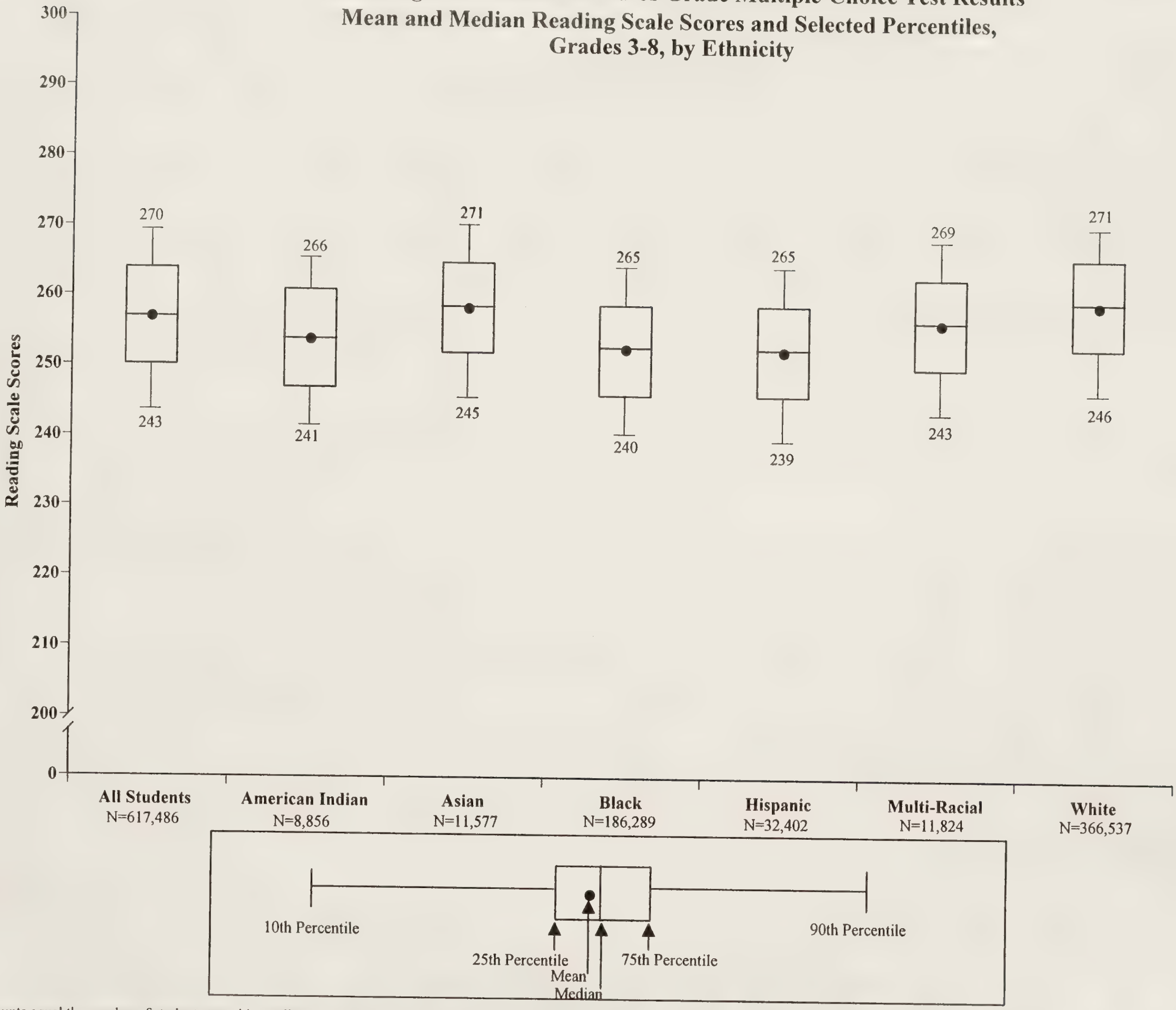
***N counts equal the number of students tested in mathematics for 2002-03; previous years are comparable.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

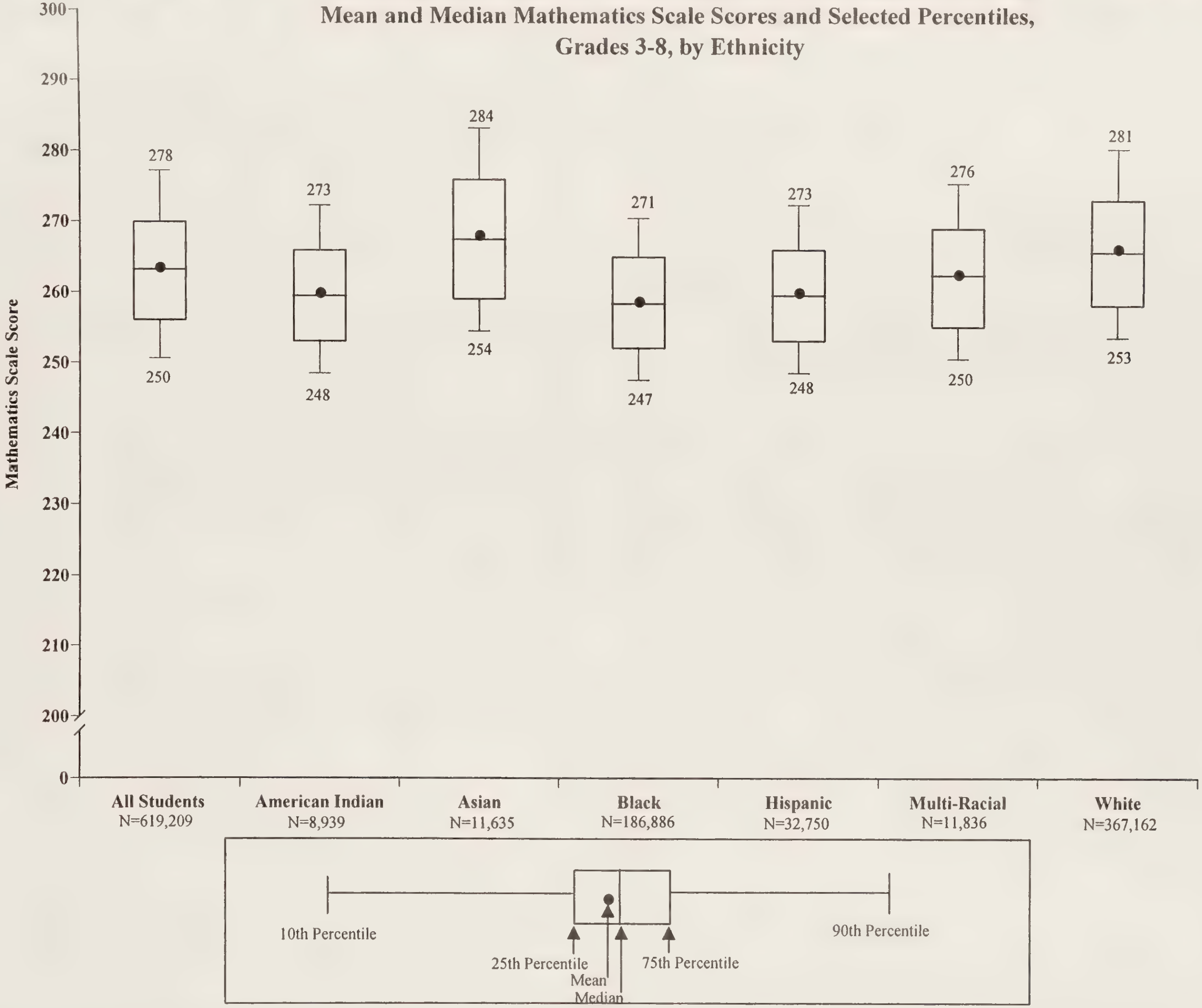
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 14. 2002-03 End-of-Grade Multiple-Choice Test Results Mean and Median Reading Scale Scores and Selected Percentiles, Grades 3-8, by Ethnicity



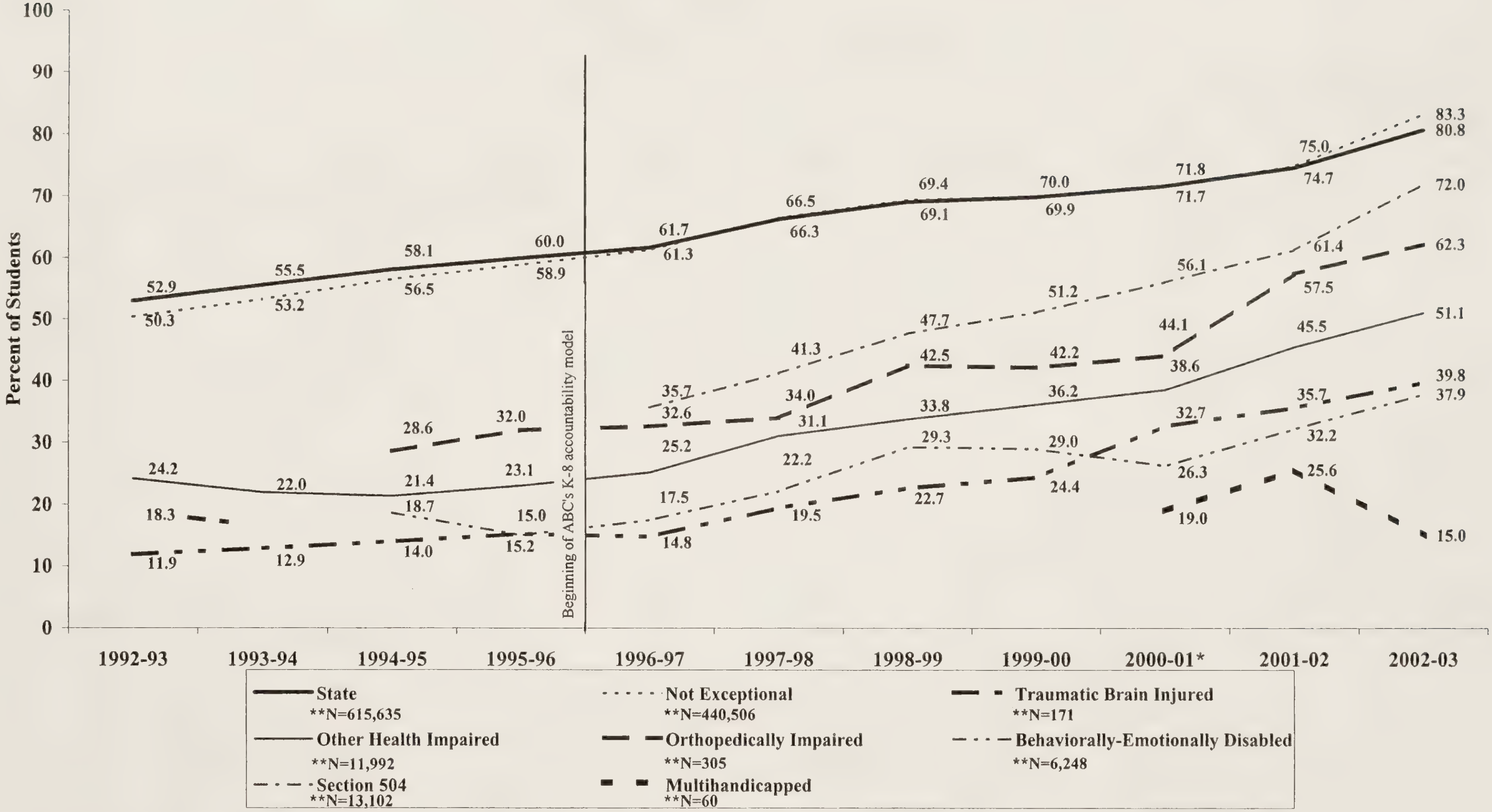
Notes: N counts equal the number of students tested in reading.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepare[illegible] the NC[illegible] Divisio[illegible] Accou[illegible]ity Se[illegible]/North[illegible]lina T[illegible] Progr[illegible]

Intro. Figure 15. 2002-03 End-of-Grade Multiple-Choice Test Results Mean and Median Mathematics Scale Scores and Selected Percentiles, Grades 3-8, by Ethnicity



Notes: N counts equal the number of students tested in mathematics.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 16. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Exceptional Students At or Above Level III in Both Reading and Mathematics,*
Grades 3-8, by Disability



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested; previous years are comparable. No scores are reported for groups with fewer than thirty students.

***Other Exceptional Classification is no longer reported as a category starting in 2000-01; Autistic reported as a separate category in beginning 2000-01.

Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94; Educable Mentally Disabled was not reported in 1992-93.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

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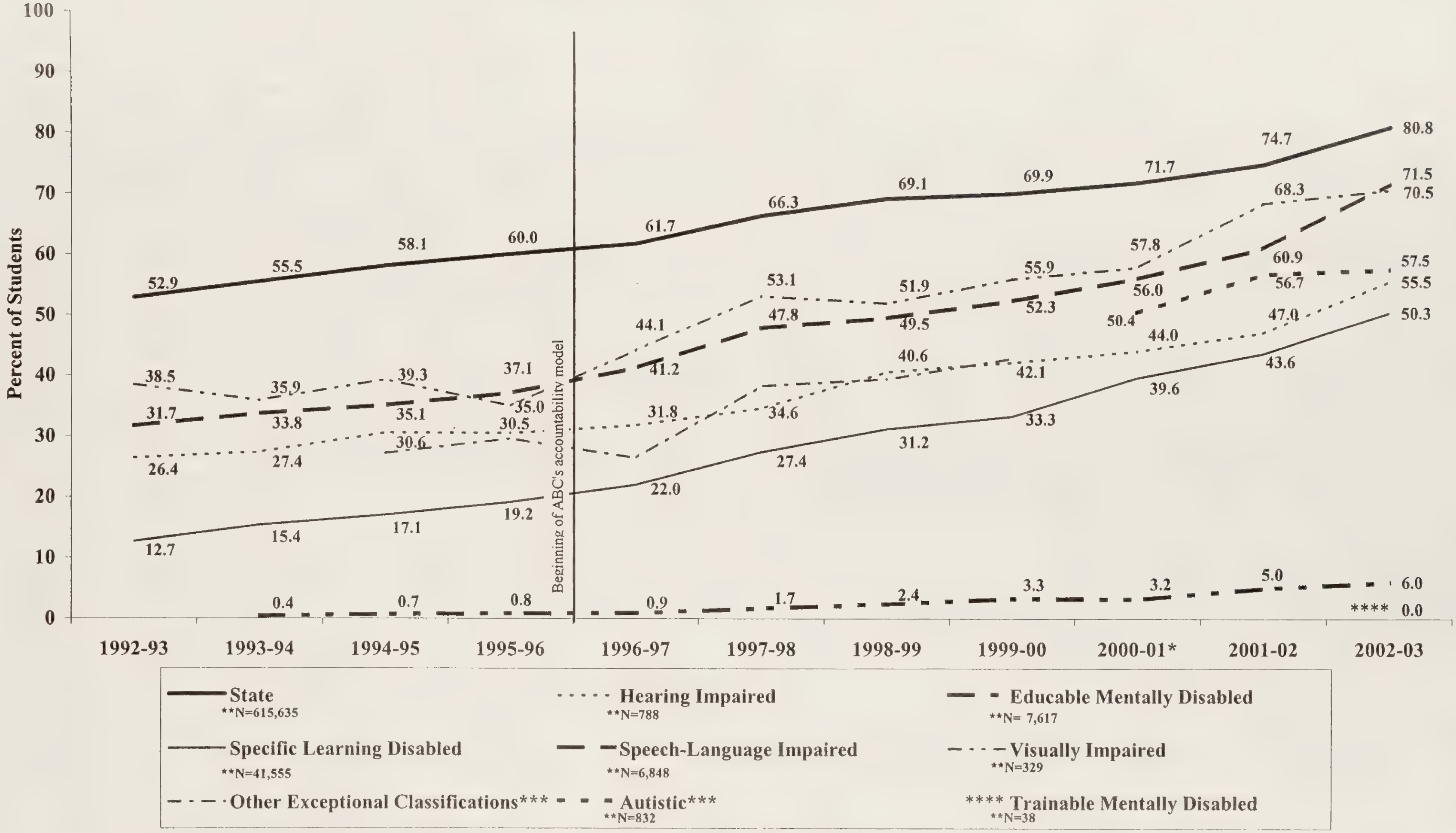
Intro. Figure 16. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Exceptional Students At or Above Level III in Both Reading and Mathematics,* Grades 3-8, by Disability (continued)



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested; previous years are comparable. No scores are reported for groups with fewer than thirty students.

***Other Exceptional Classification is no longer reported as a category starting in 2000-01; Autistic reported as a separate category in beginning 2000-01.

Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94; Educable Mentally Disabled was not reported in 1992-93.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

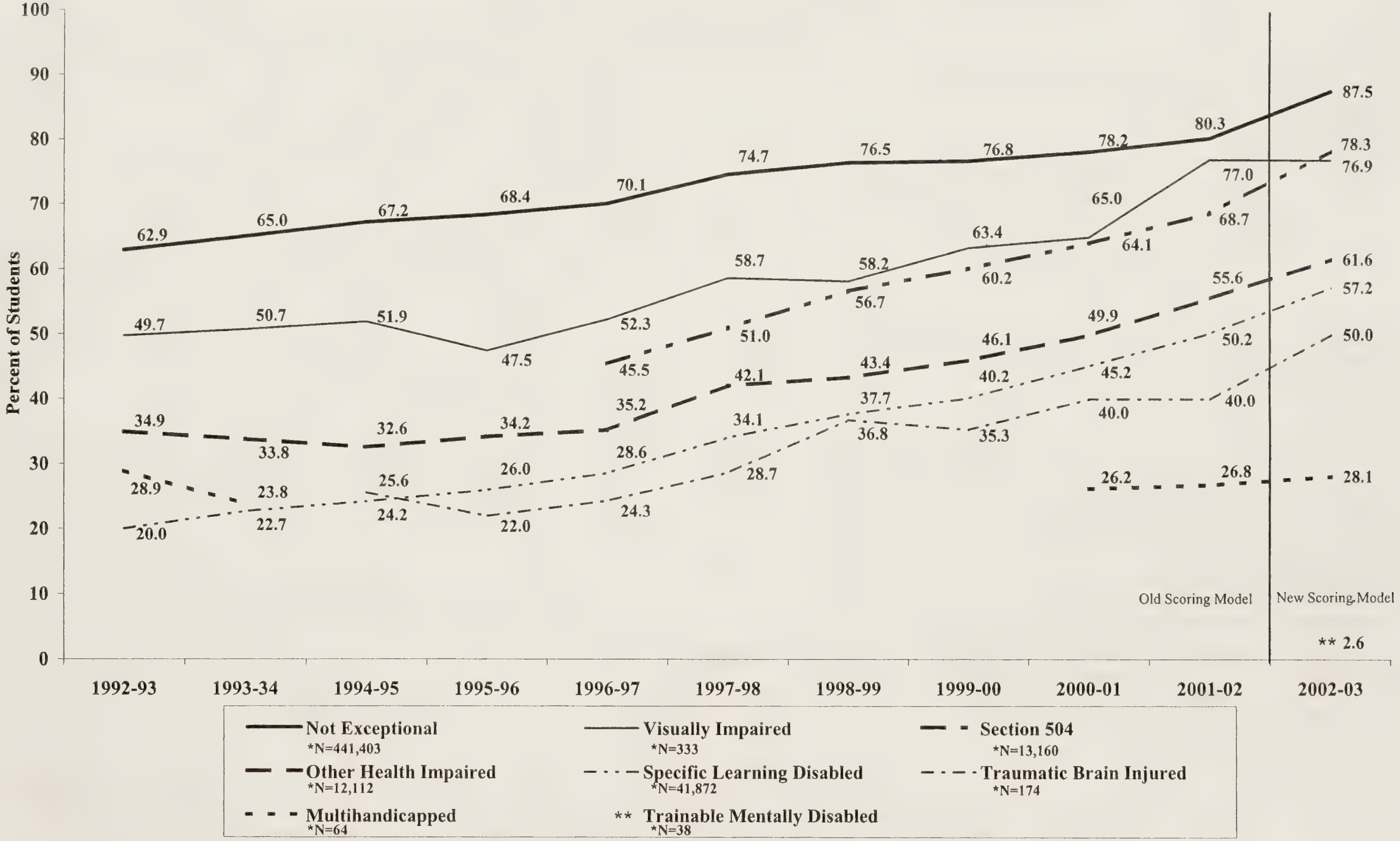
Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

The "Percent At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 17. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Exceptional Students At or Above Level III in Reading, Grades 3-8, by Disability



Notes: *N counts equal the number of students tested in reading; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

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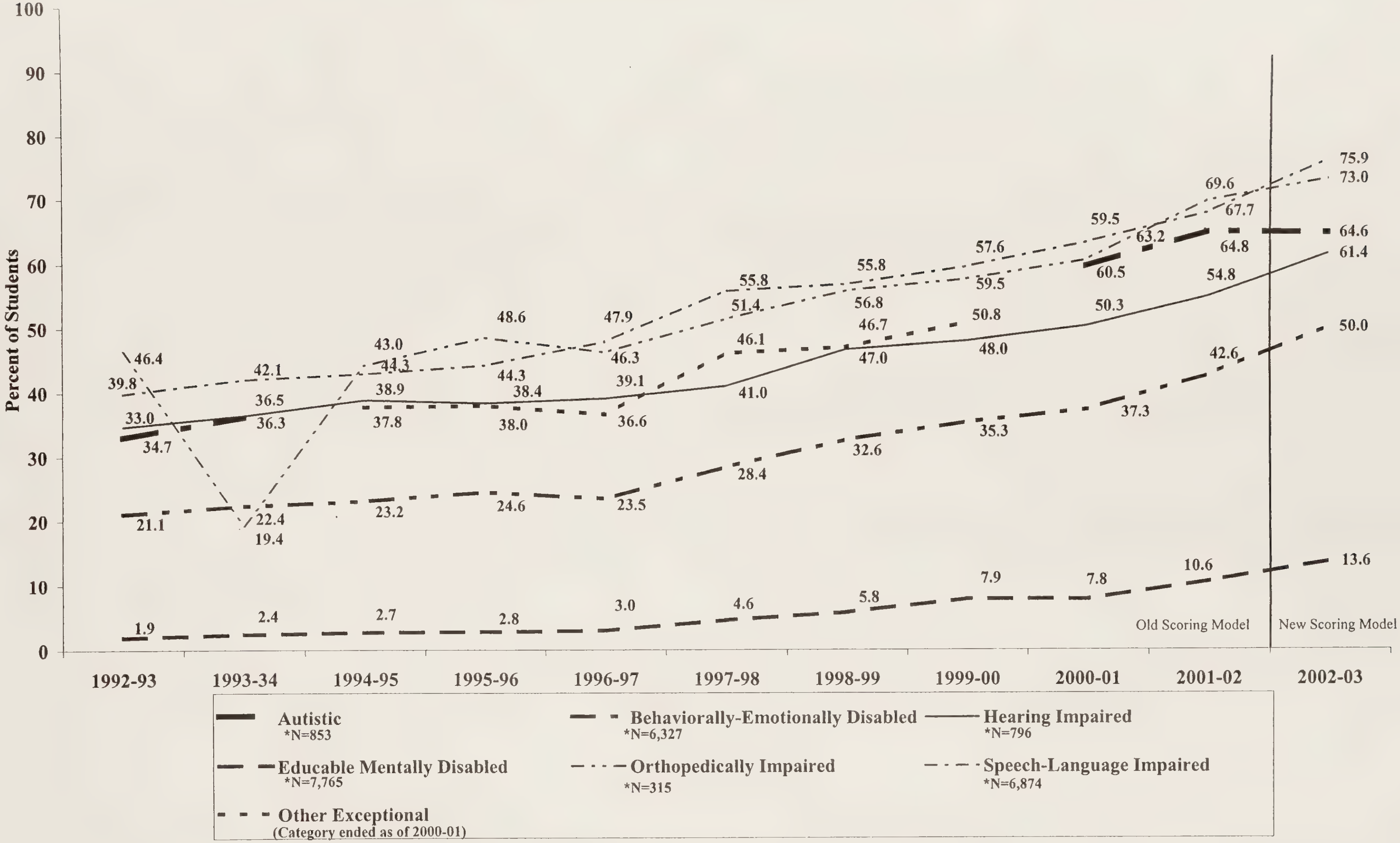
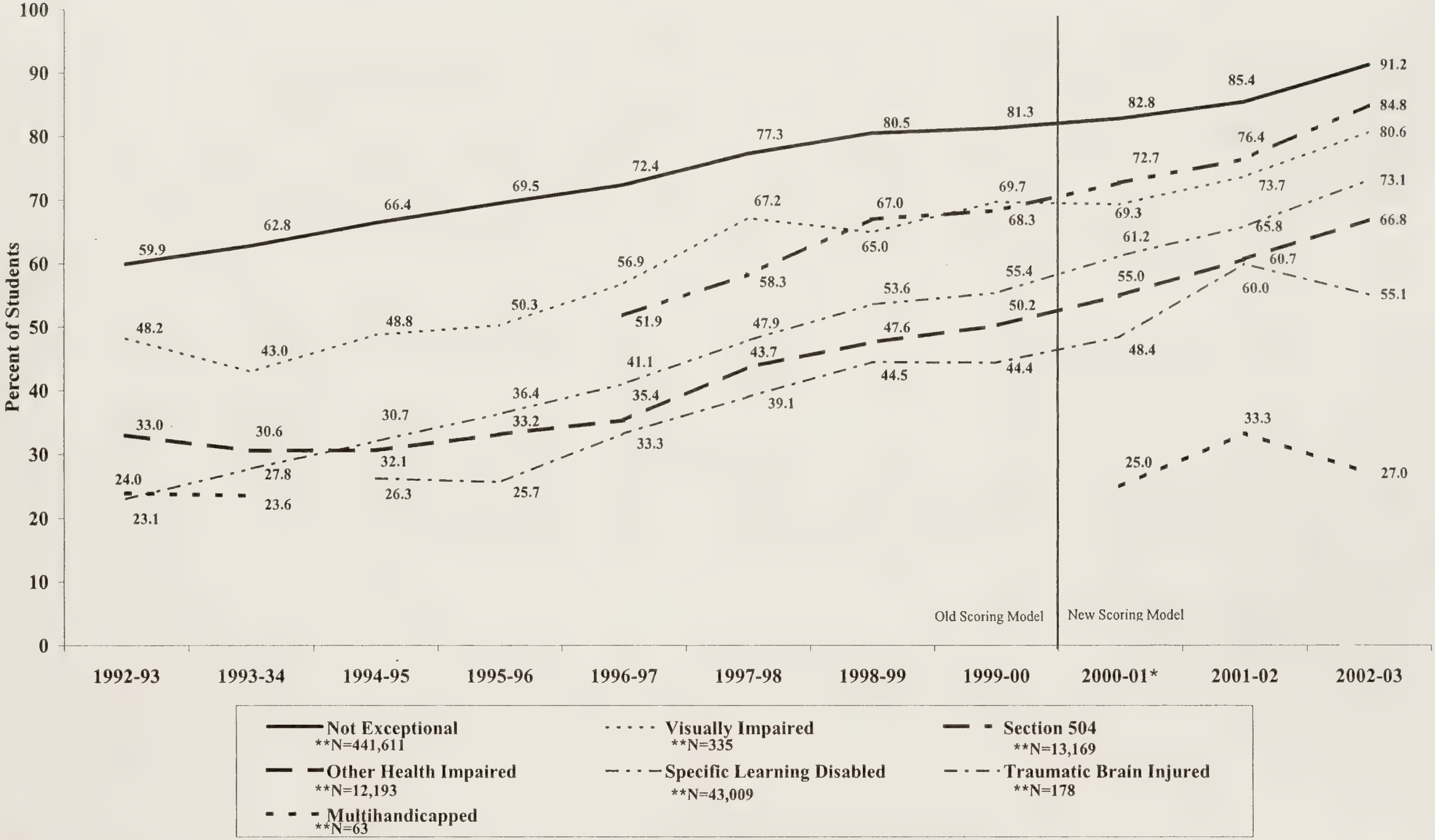
Intro. Figure 17. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Exceptional Students At or Above Level III in Reading, Grades 3-8, by Disability (continued)



Notes: *N counts equal the number of students tested in reading; previous years are comparable.
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.
No scores are reported for groups with fewer than thirty students.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 18. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Exceptional Students At or Above Level III in Mathematics,*
Grades 3-8, by Disability



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested in mathematics; previous years are comparable.

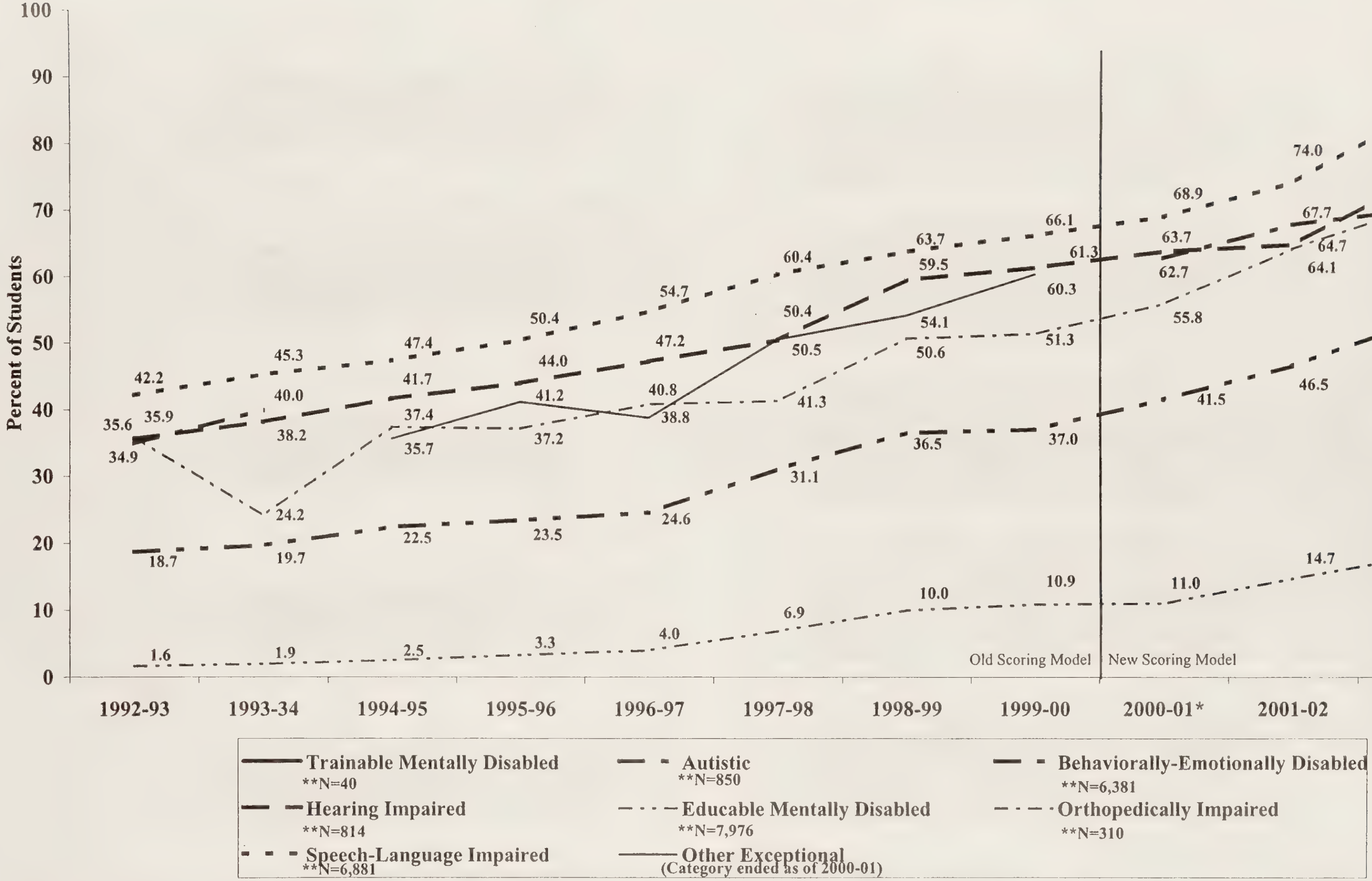
Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 18. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Exceptional Students At or Above Level III in Mathematics,* Grades 3-8, by Disability (continued)



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested in mathematics; previous years are comparable.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

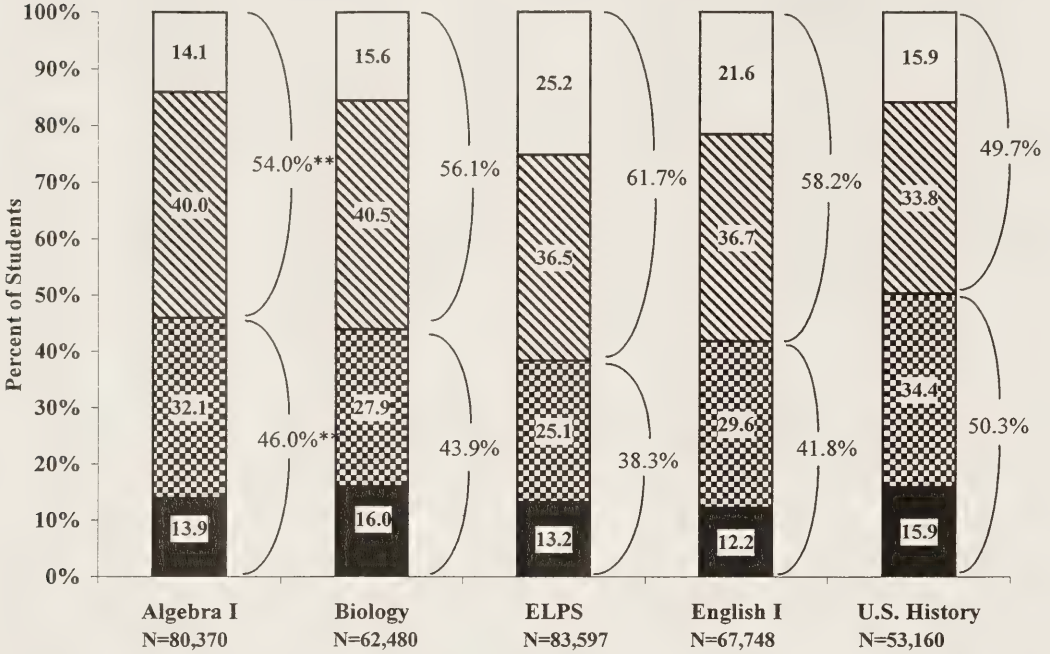
No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

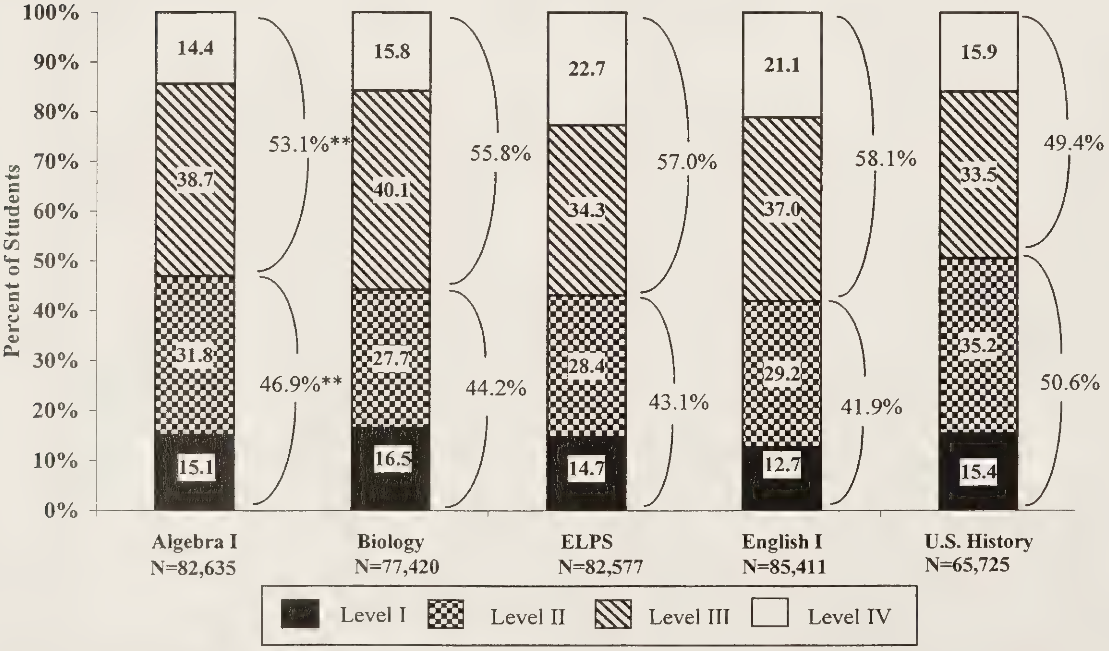
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses* (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)

1994-95



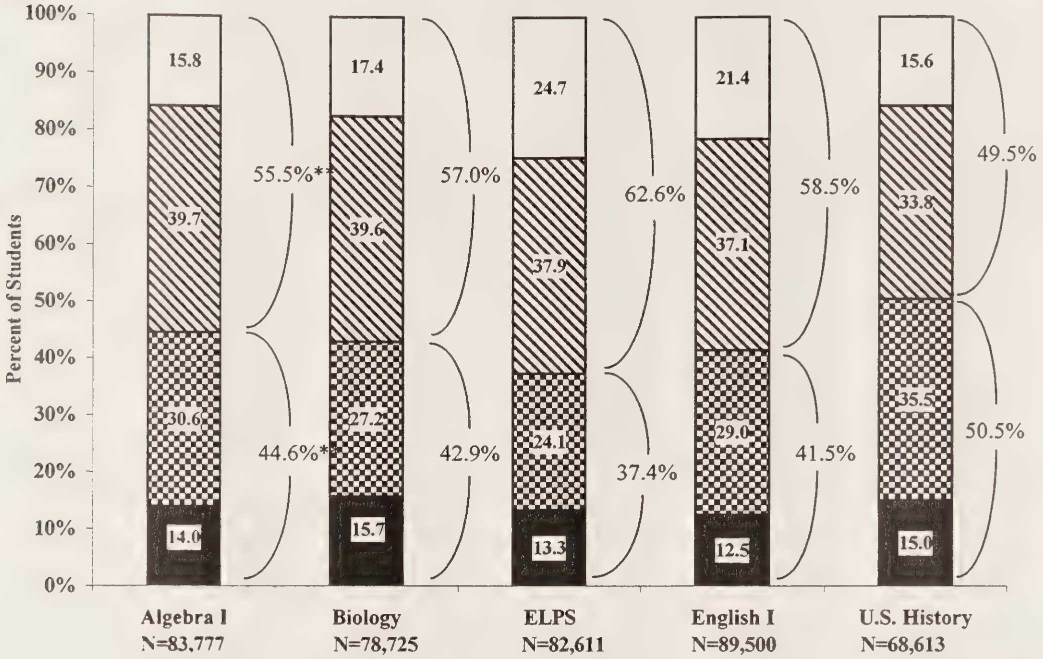
1995-96



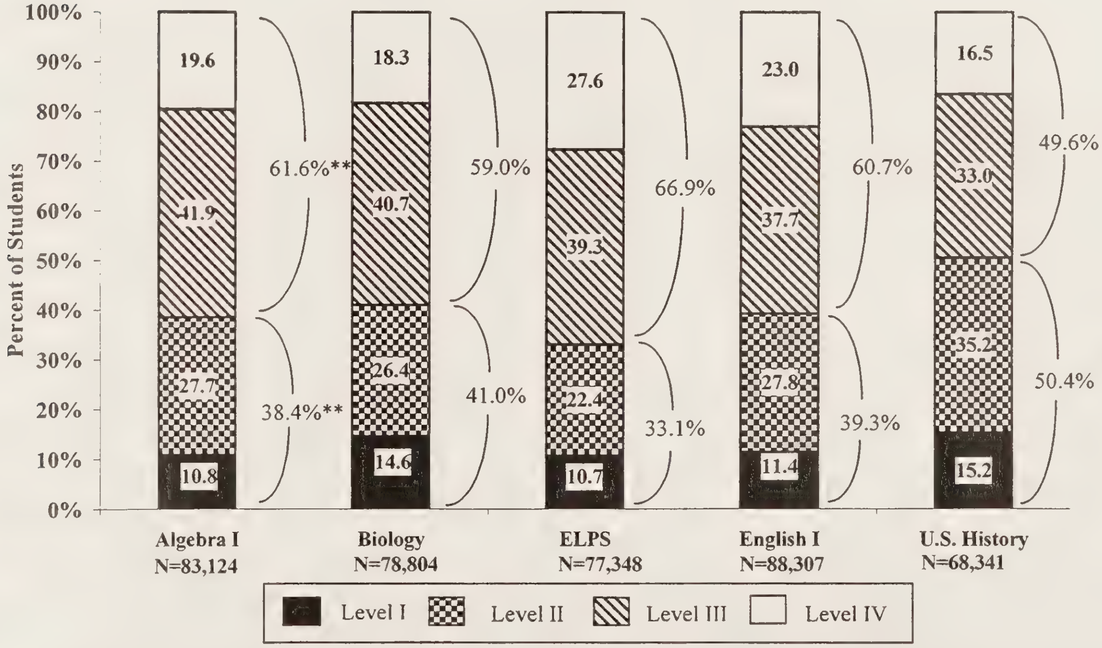
Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.
Due to rounding, data for some courses may not add to 100.0 percent.
Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses* (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)

1996-97



1997-98



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

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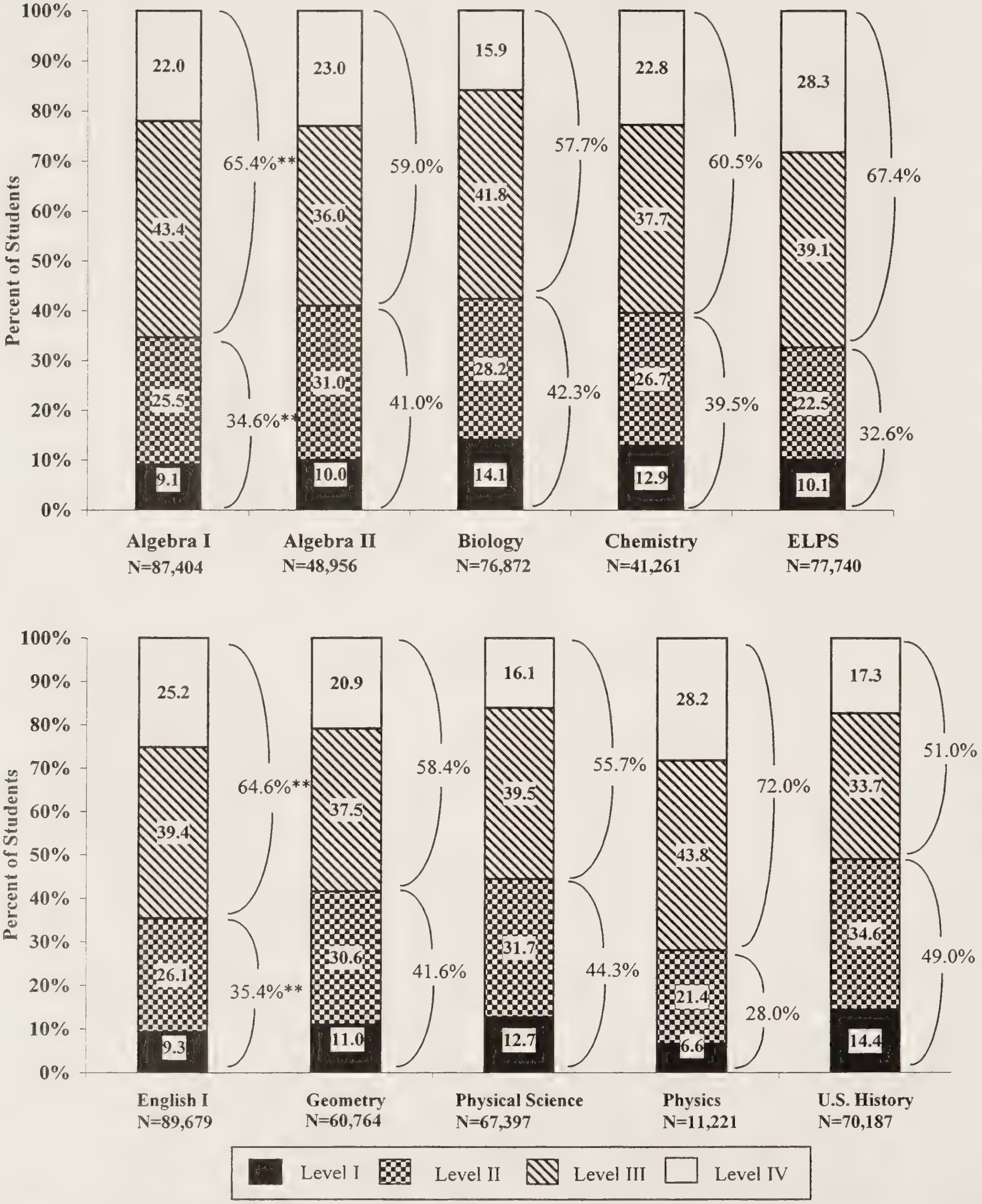
Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses* (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)

1998-99



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

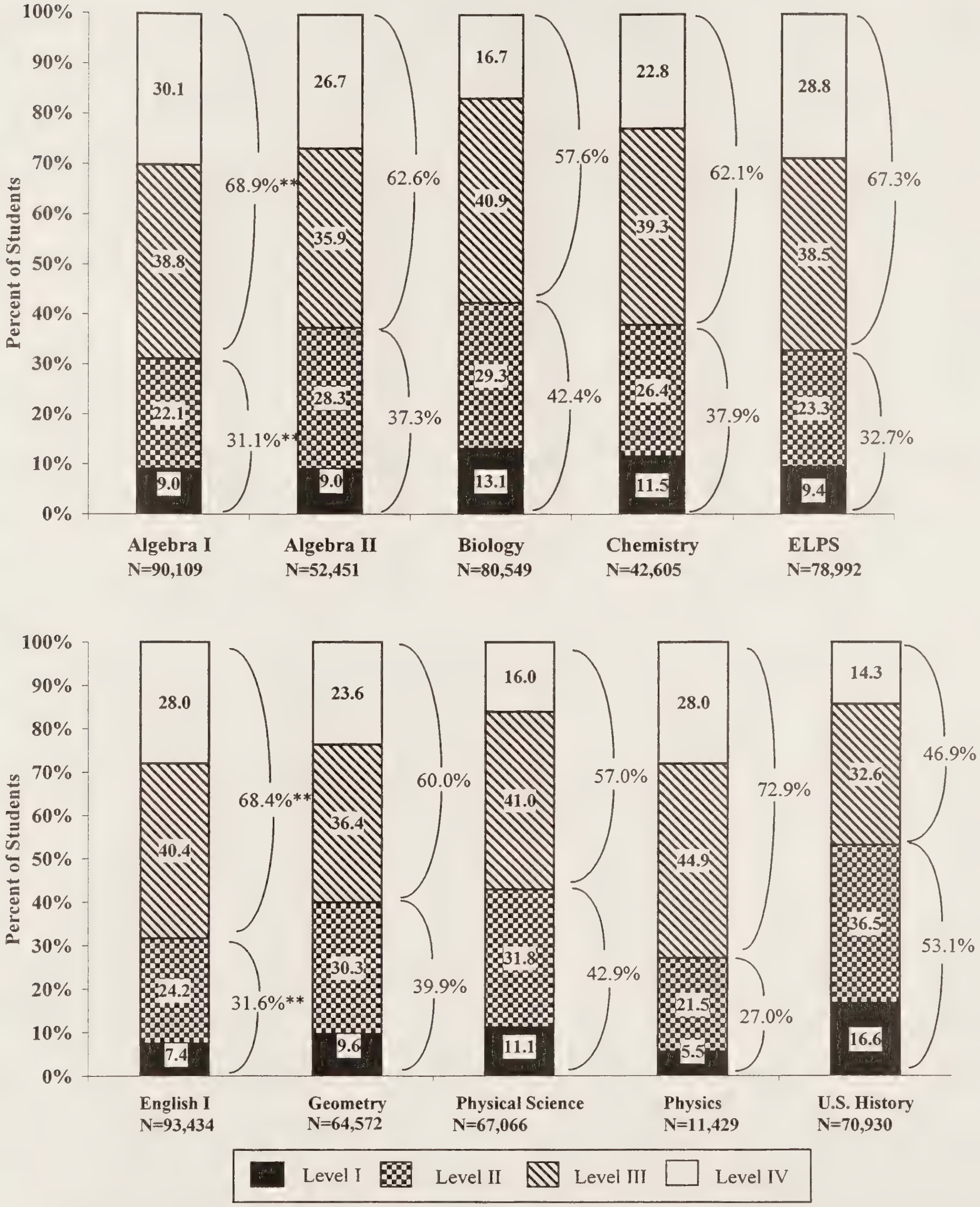
Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses* (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)

1999-00



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

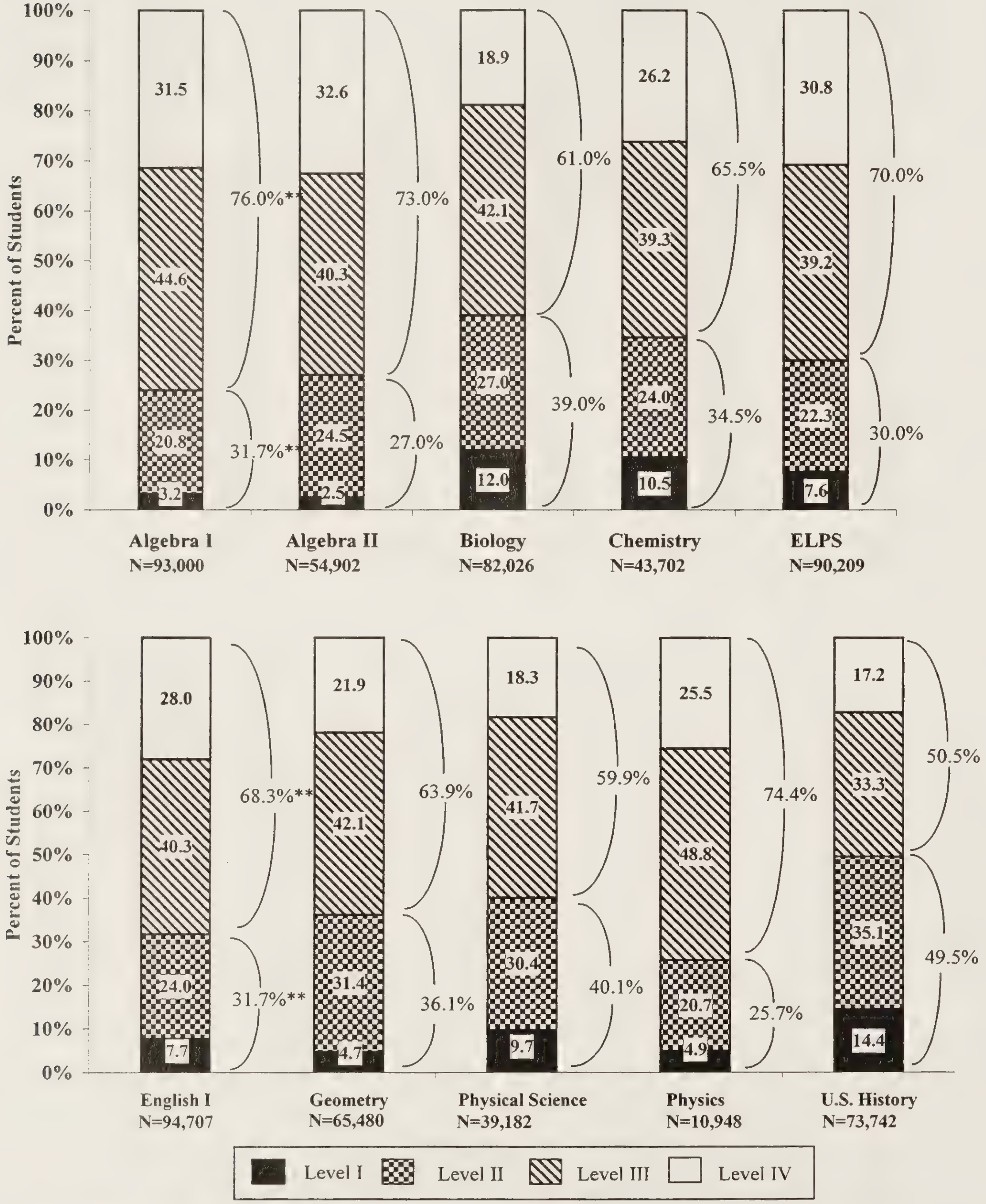
Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses* (Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)

2000-01



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

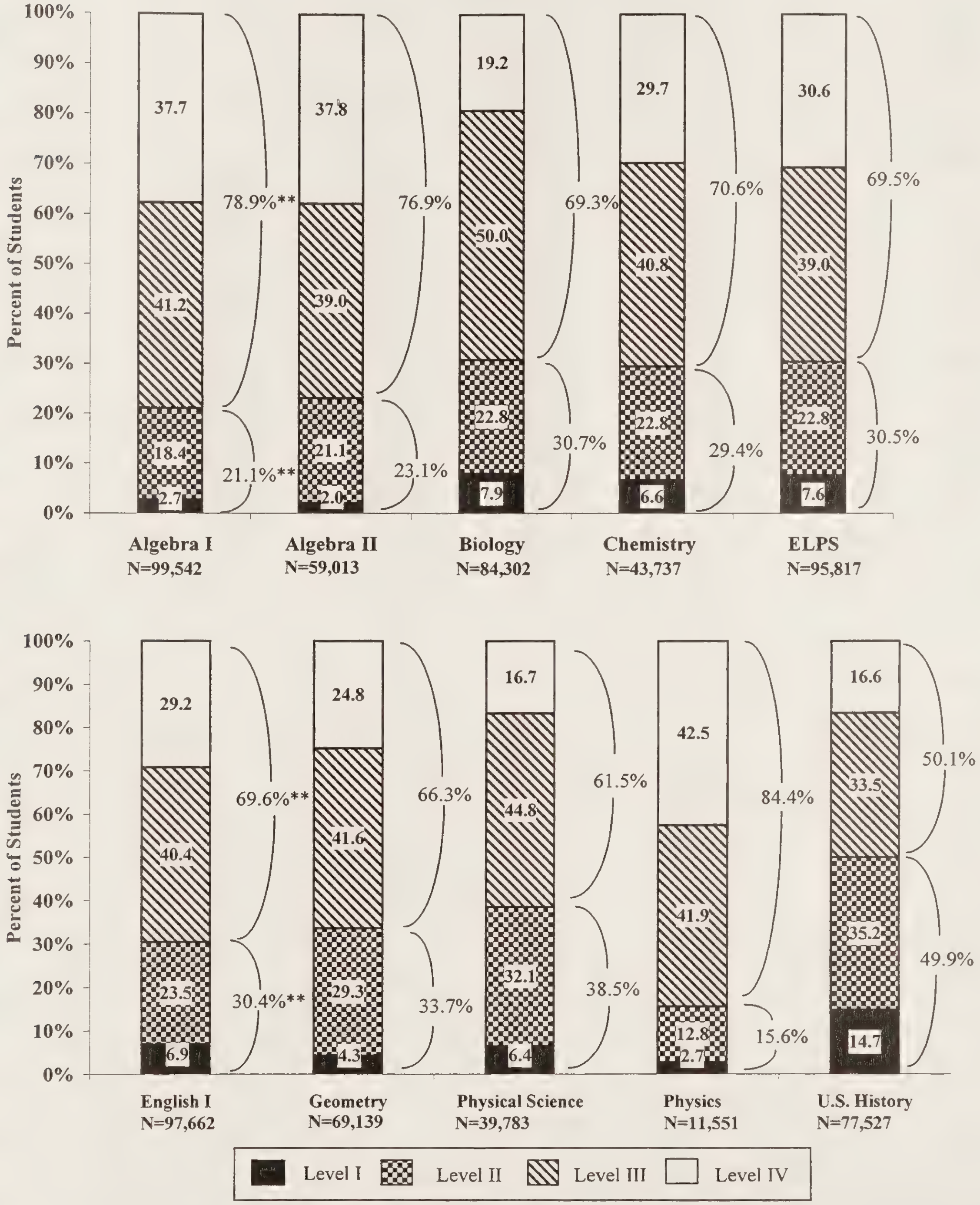
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

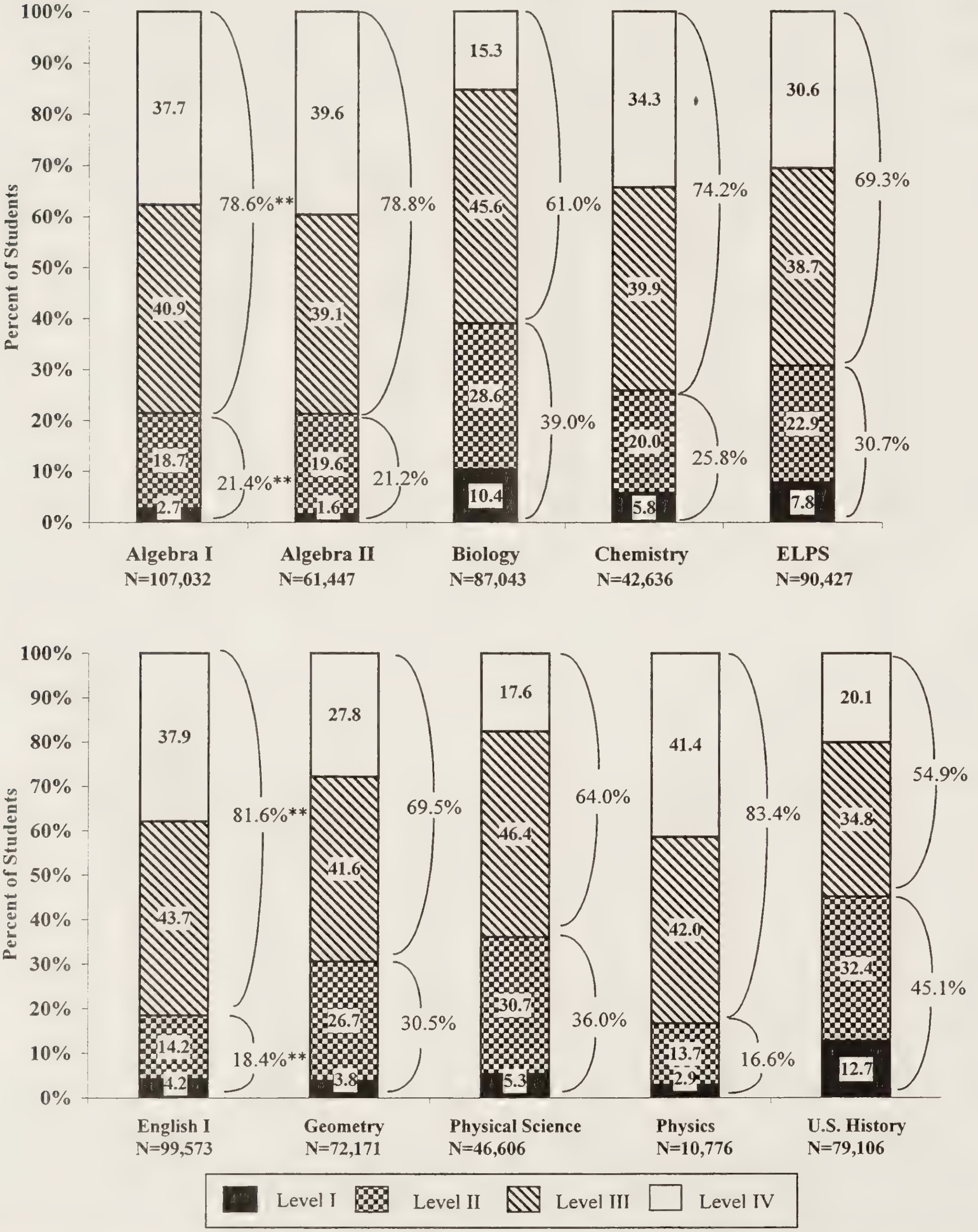
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
(Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)
2001-02



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.
Due to rounding, data for some courses may not add to 100.0 percent.
Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 19. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students at Each Achievement Level in the Ten Core Courses*
(Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History)
2002-03



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.

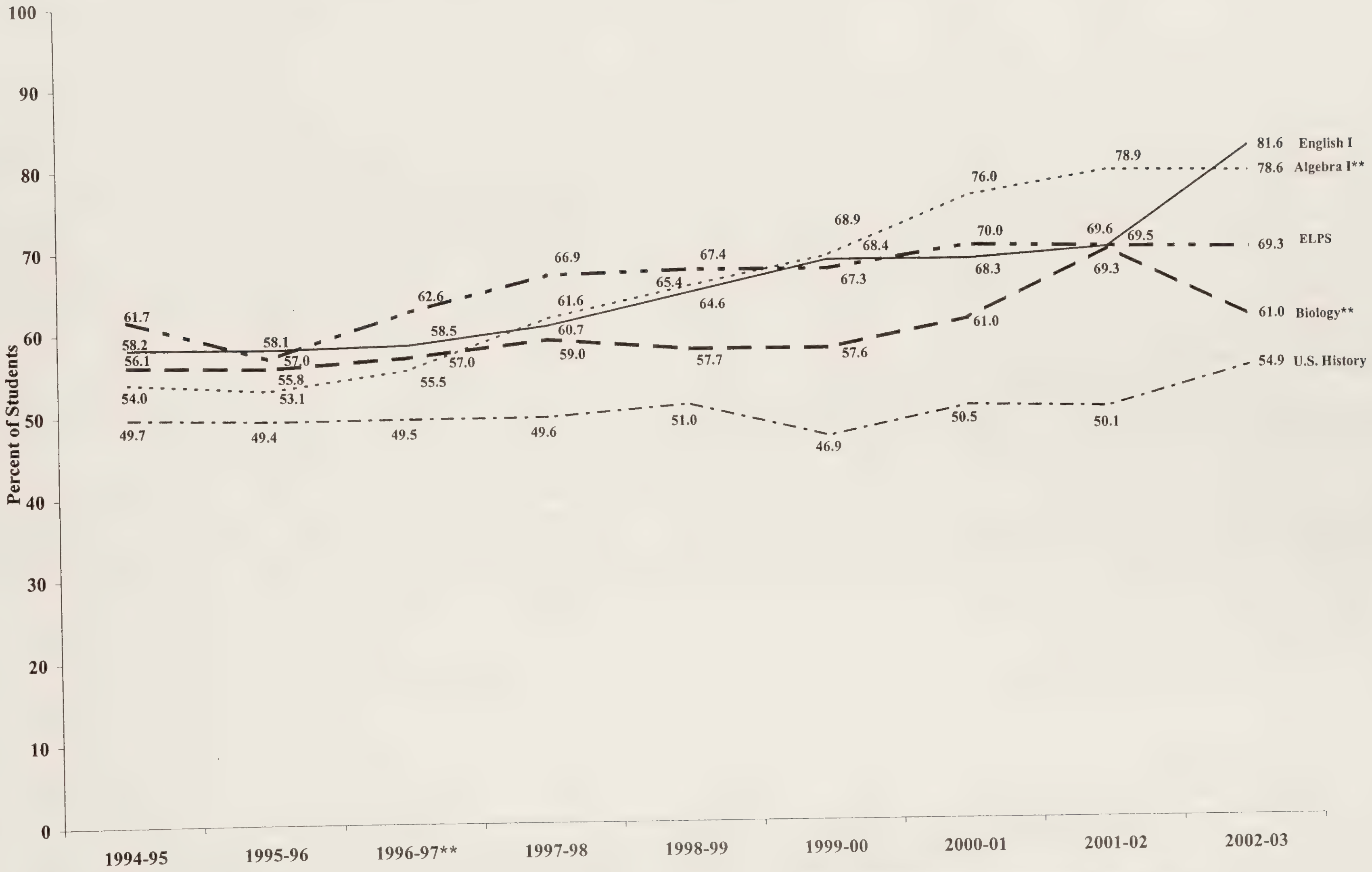
**Level I/II and Level III/IV percents are calculated based on the actual N counts and are not the sum of each percent.

Due to rounding, data for some courses may not add to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 20. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III,
by Course*



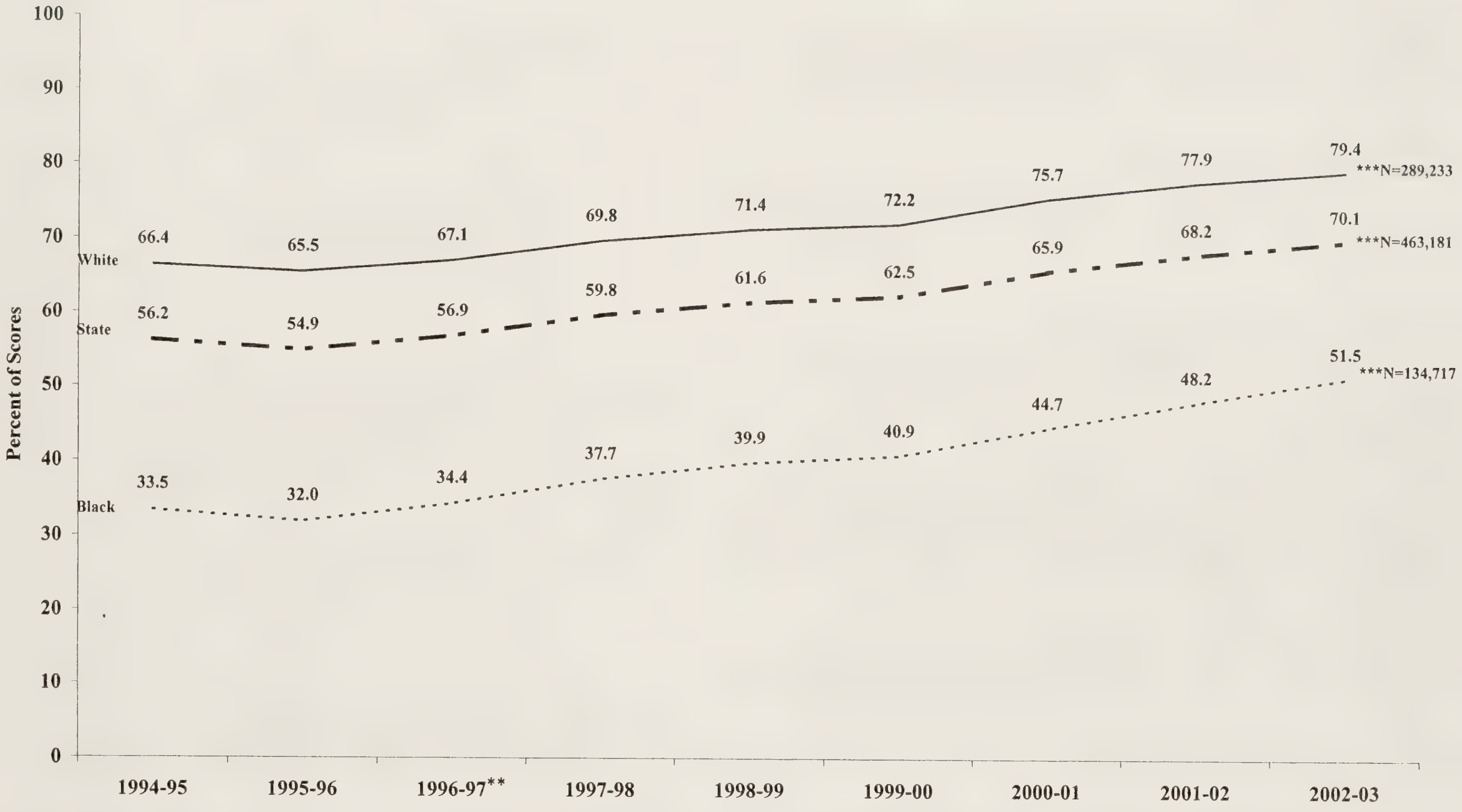
Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 21. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
for Black and White Students



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

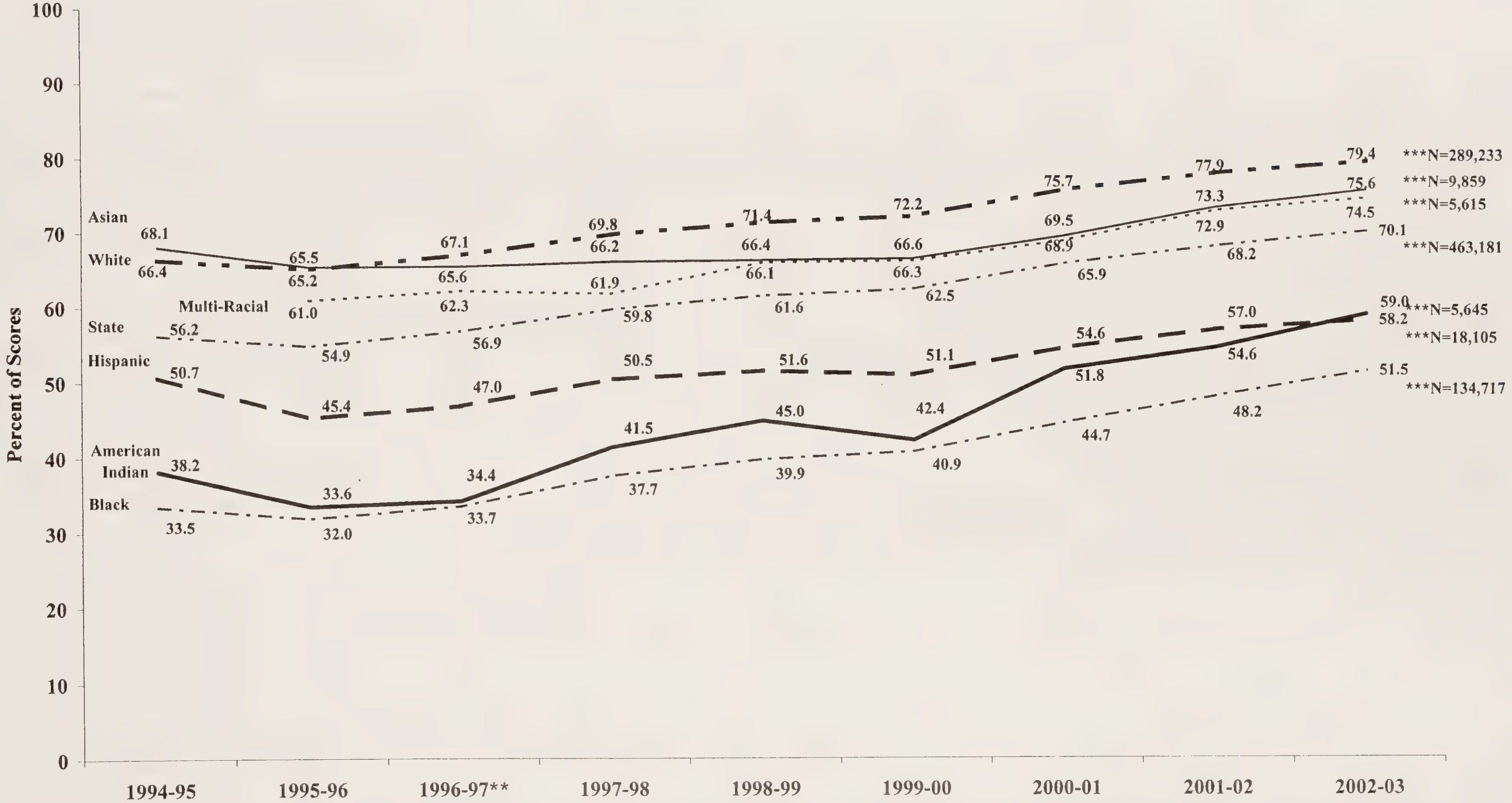
***N counts equal the number of students tested across the five core courses for 2002-03; previous years are comparable.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 22. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Scores At or Above Level III Across the Five Core Courses* (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Ethnicity



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.

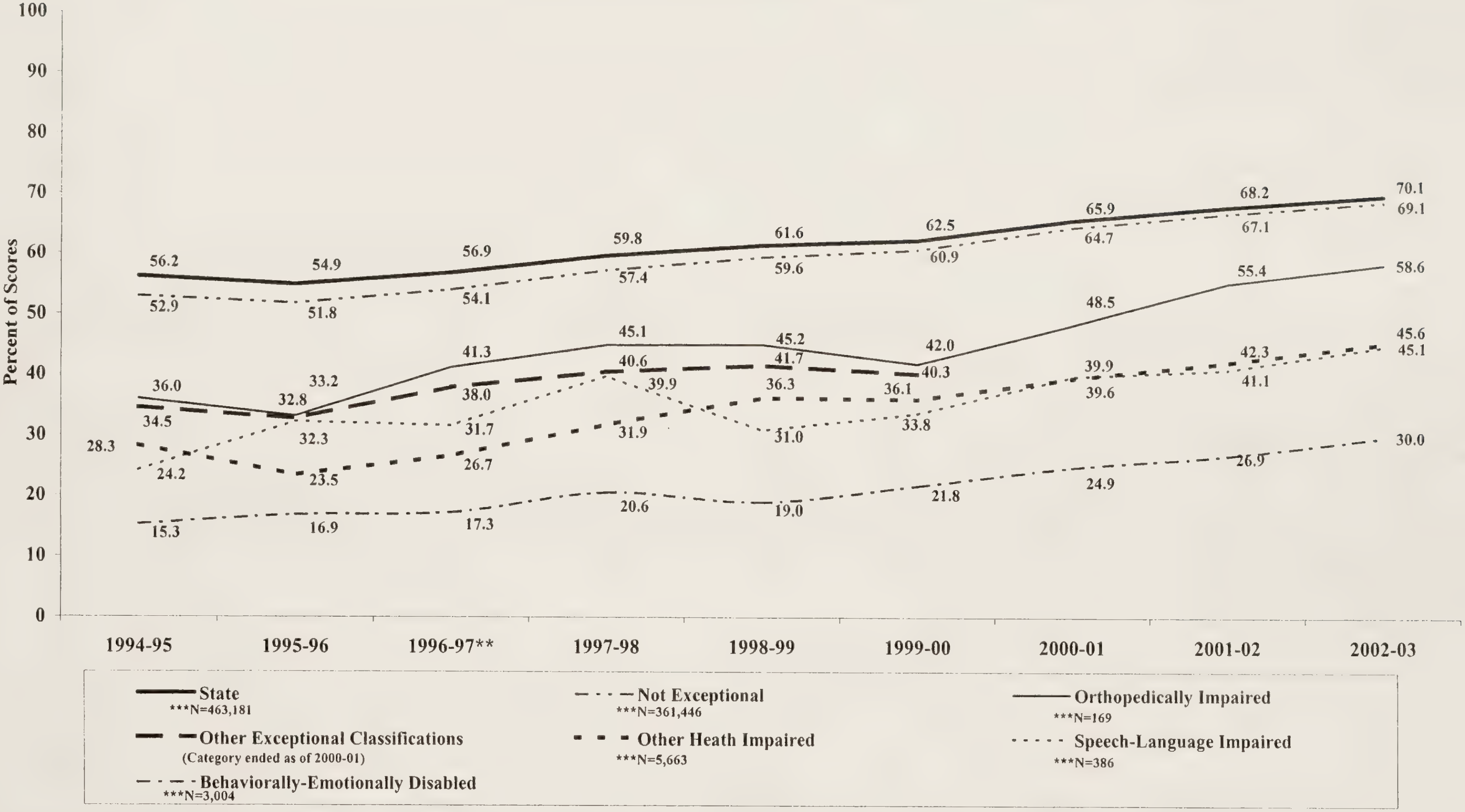
**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

***N counts equal the number of students tested across the five core courses for 2002-03; previous years are comparable. No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 23. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Scores At or Above Level III Across the Five Core Courses* (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Disability



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

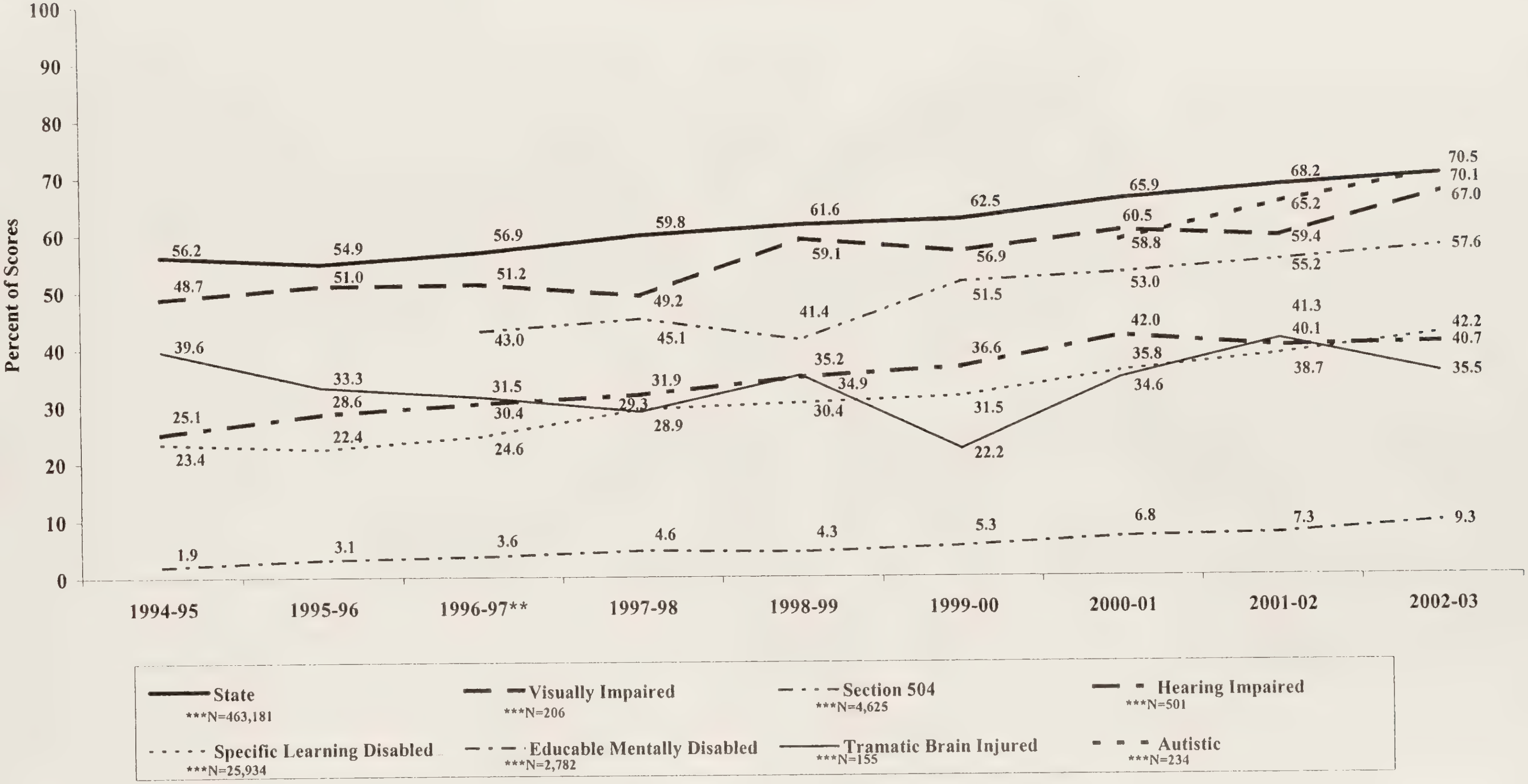
***N counts equal the number of students tested across the five core courses for 2002-03; previous years are comparable. No scores are reported for groups with fewer than thirty students.

Data for the end-of-course tests prior to 1994-95 were reported using raw scores only.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Intro. Figure 23. 1994-95 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
by Disability (continued)



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

***N counts equal the number of students tested across the five core courses for 2002-03; previous years are comparable. No scores are reported for groups with fewer than thirty students.

Data for the end-of-course tests prior to 1994-95 were reported using raw scores only.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Grade 3 Pretest Multiple-Choice Results

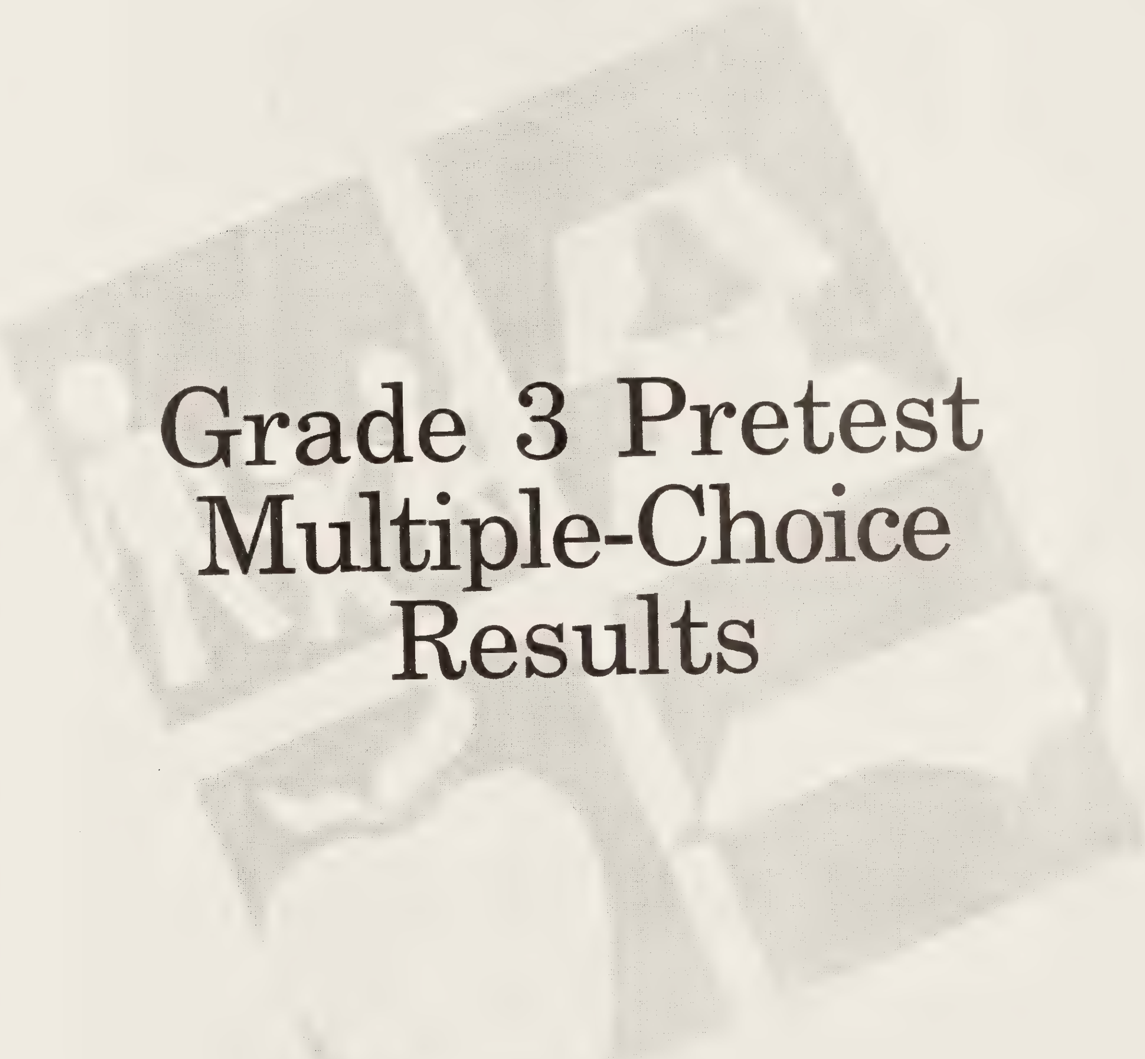


Table 1. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results

Statewide Summary

Reading and Mathematics

	Reading*		Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	70.3%
	137.8	8.6	130.0	8.2
1997-98	99,583	65.3%	99,801	71.5%
	137.7	8.5	130.2	8.0
1998-99	101,394	67.4%	101,639	74.7%
	138.1	8.5	130.9	7.9
1999-00	102,143	69.8%	102,309	76.9%
	138.7	8.6	131.6	7.8
2000-01**	102,200	71.1%	102,484	79.2%
	138.9	8.4	236.1	8.1
2001-02	101,784	72.8%	101,848	82.8%
	139.3	8.5	237.1	8.1
2002-03	102,377	72.9%	102,603	84.9%
	238.8	9.9	237.4	7.7

Notes: *Prior to 2002-03, the grade 3 pretest reading scale score range was 119 to 162; beginning in 2002-03, the grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1997**	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
	1999	10.2	7.7	12.5	15.2	7.7	15.3	14.4	8.7	7.4
	2000	9.1	7.1	11.1	13.4	7.5	13.8	14.2	8.0	6.4
	2001	8.2	6.3	10.1	13.7	5.2	12.6	11.4	7.9	5.9
	2002	7.5	5.7	9.2	10.9	5.1	11.3	11.4	6.5	5.1
	2003	7.4	5.7	9.1	12.1	5.3	10.9	12.3	7.2	5.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1997**	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
	1999	22.5	20.0	24.8	31.1	19.3	30.8	31.5	20.8	17.9
	2000	21.1	18.3	23.7	29.8	19.5	28.8	28.5	19.2	16.6
	2001	20.6	17.8	23.3	26.0	19.0	29.2	30.2	19.0	15.7
	2002	19.7	17.2	22.1	27.1	17.4	27.4	27.9	18.5	14.9
	2003	19.7	17.0	22.2	29.1	18.1	28.7	29.6	17.8	14.4
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1997**	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
	1999	41.1	42.6	39.7	39.7	39.5	41.6	40.3	42.2	41.0
	2000	41.3	42.7	39.8	40.9	38.3	43.3	42.0	43.2	40.2
	2001	42.7	44.4	41.1	45.4	42.0	44.3	44.8	43.1	41.9
	2002	42.7	44.1	41.3	44.7	41.9	45.8	46.1	43.4	40.7
	2003	43.9	45.5	42.4	43.5	46.9	47.1	46.0	44.7	42.1
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1997**	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8
	1999	26.2	29.6	23.0	14.0	33.6	12.3	13.8	28.3	33.7
	2000	28.5	31.8	25.3	15.9	34.7	14.1	15.4	29.7	36.8
	2001	28.5	31.6	25.5	15.0	33.8	13.8	13.7	30.0	36.5
	2002	30.1	33.0	27.4	17.3	35.5	15.5	14.7	31.6	39.3
	2003	29.0	31.7	26.4	15.3	29.8	13.3	12.1	30.4	38.1

Grade 3 Pretest Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
213-223	**224-232**	**233-244**	**245-264**

Notes: Prior to 2002-03, the grade 3 pretest reading scale score range was 119 to 162; beginning in 2002-03, the grade 3 pretest scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.

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Table 3. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results Percent of Students at Each Achievement Level by Gender and Ethnicity Mathematics*

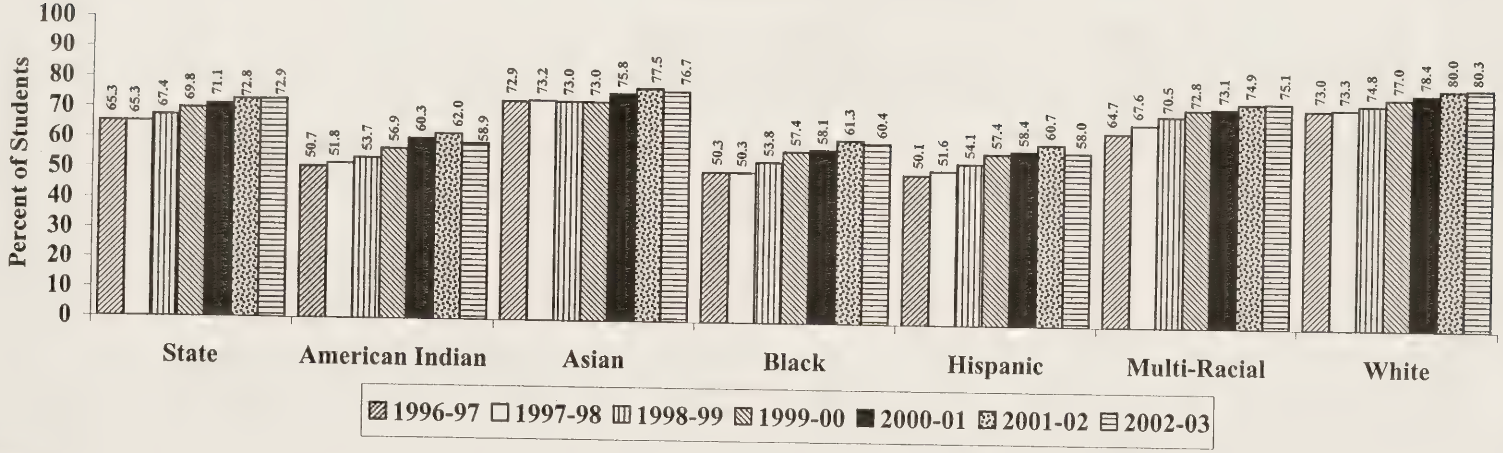
Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1997**	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
	1999	4.6	4.0	5.2	7.5	1.8	8.3	6.7	4.7	2.7
	2000	3.3	2.9	3.8	6.6	1.4	5.9	4.8	1.8	2.0
	2001*	2.0	1.6	2.4	3.3	1.0	3.7	2.8	1.6	1.1
	2002	1.4	1.2	1.6	3.1	0.5	2.5	1.8	1.4	0.7
	2003	1.1	0.9	1.2	2.2	0.4	1.9	1.5	0.5	0.6
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1997**	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
	1999	20.6	19.5	21.7	31.1	14.4	31.0	28.5	18.1	15.1
	2000	19.7	18.6	20.8	28.6	14.3	29.8	24.8	18.9	14.2
	2001*	18.9	17.8	19.9	28.4	13.5	31.1	25.2	18.3	12.4
	2002	15.9	15.1	16.6	25.7	8.6	26.5	20.9	14.0	9.8
	2003	14.0	13.4	14.6	24.9	8.8	23.5	18.8	13.9	9.1
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1997**	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
	1999	41.8	42.9	40.8	43.5	40.5	46.1	46.3	44.3	39.5
	2000	41.7	42.7	40.7	42.2	36.4	47.4	48.0	44.4	38.5
	2001*	43.4	44.9	41.9	46.6	40.6	49.7	50.3	44.4	40.1
	2002	42.8	44.2	41.4	48.0	40.3	51.6	51.9	43.0	37.2
	2003	43.6	45.0	42.3	50.1	38.8	53.9	52.9	44.9	38.2
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1997**	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7
	1999	32.9	33.6	32.3	17.9	43.3	14.7	18.5	32.8	42.7
	2000	35.3	35.8	34.7	22.7	47.9	16.9	22.4	35.0	45.3
	2001*	35.8	35.7	35.9	21.7	44.9	15.5	21.7	35.7	46.5
	2002	40.0	39.5	40.5	23.2	50.5	19.4	25.4	41.7	52.2
	2003	41.3	40.7	41.9	22.8	51.9	20.7	26.8	40.7	52.2

Grade 3 Pretest Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
211-219	220-229	230-239	240-260

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina curriculum beginning in the 2000-01 school year.
Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.
Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results Percent of Students At or Above Level III in Reading*, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97							
N Tested	94,551	1,396	1,149	28,565	1,931	572	60,620
N Level III, IV	61,725	708	838	14,373	968	370	44,254
1997-98							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
1998-99							
N Tested	101,394	1,487	1,538	30,994	2,928	1,169	63,153
N Level III, IV	68,313	799	1,123	16,690	1,583	824	47,208
1999-00							
N Tested	102,143	1,595	1,594	31,504	3,590	1,531	62,158
N Level III, IV	71,282	907	1,163	18,071	2,060	1,115	47,852
2000-01							
N Tested	102,200	1,528	1,583	30,151	4,293	1,746	58,951
N Level III, IV	72,712	922	1,200	17,531	2,509	1,277	46,225
2001-02							
N Tested	101,784	1,580	1,820	31,502	5,177	2,098	59,511
N Level III, IV	74,116	979	1,410	19,308	3,145	1,572	47,632
2002-03*							
N Tested	102,377	1,551	1,673	29,383	6,125	2,275	56,108
N Level III, IV	74,666	913	1,283	17,748	3,555	1,708	45,029

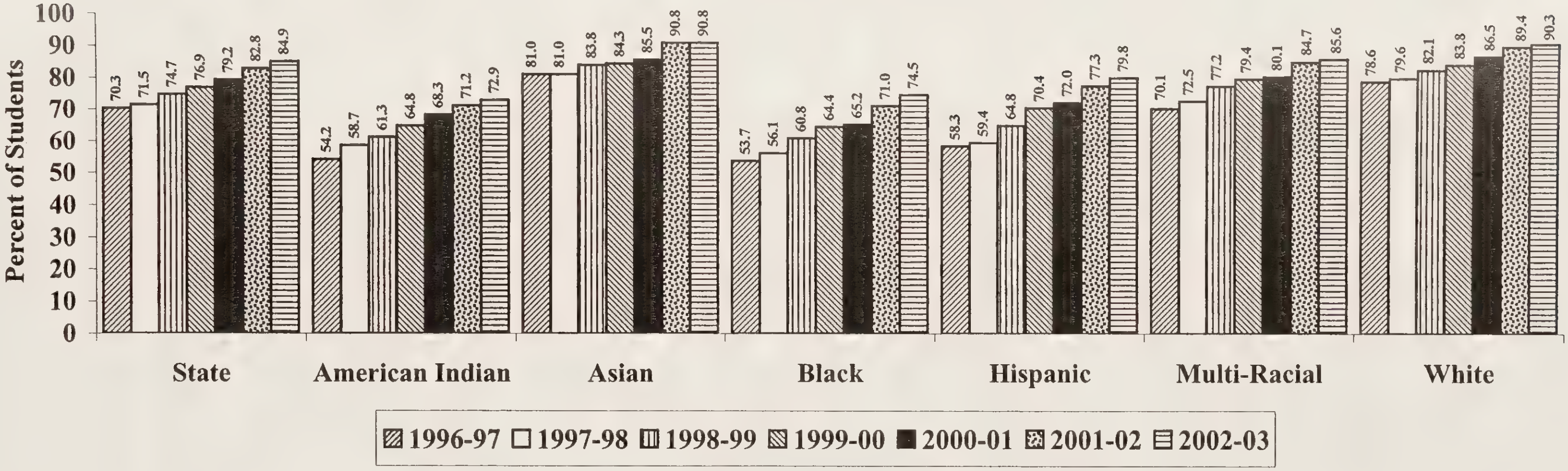
Notes: *Prior to 2002-03, the grade 3 pretest reading scale scores range was 119 to 162; beginning in 2002-03, the grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

"N Tested" and "N Level III, IV" for subgroups do not match the state "N Tested" and "N Level III, IV" because of incomplete coding some student answer sheets and/or the "Other" ethnicity category was coded, therefore, some students are reported in the state data only.

Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Figure 2. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results
Percent of Students At or Above Level III in Mathematics*,
by Ethnicity**



1996-97							
N Tested	94,846	1,400	1,158	28,681	1,961	575	60,750
N Level III, IV	66,659	759	938	15,395	1,144	403	47,768
1997-98							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979
1998-99							
N Tested	101,639	1,498	1,539	31,119	2,946	1,169	63,242
N Level III, IV	75,967	919	1,290	18,906	1,909	902	51,943
1999-00							
N Tested	102,309	1,601	1,598	31,583	3,598	1,533	62,225
N Level III, IV	78,712	1,038	1,347	20,333	2,532	1,217	52,129
2000-01*							
N Tested	102,484	1,531	1,582	30,259	4,316	1,750	59,081
N Level III, IV	81,121	1,045	1,353	19,732	3,107	1,401	51,122
2001-02							
N Tested	101,848	1,582	1,822	31,538	5,184	2,094	59,534
N Level III, IV	84,280	1,126	1,655	22,404	4,007	1,773	53,237
2002-03							
N Tested	102,603	1,566	1,676	29,454	6,165	2,280	56,207
N Level III, IV	87,132	1,142	1,521	21,955	4,917	1,951	50,762

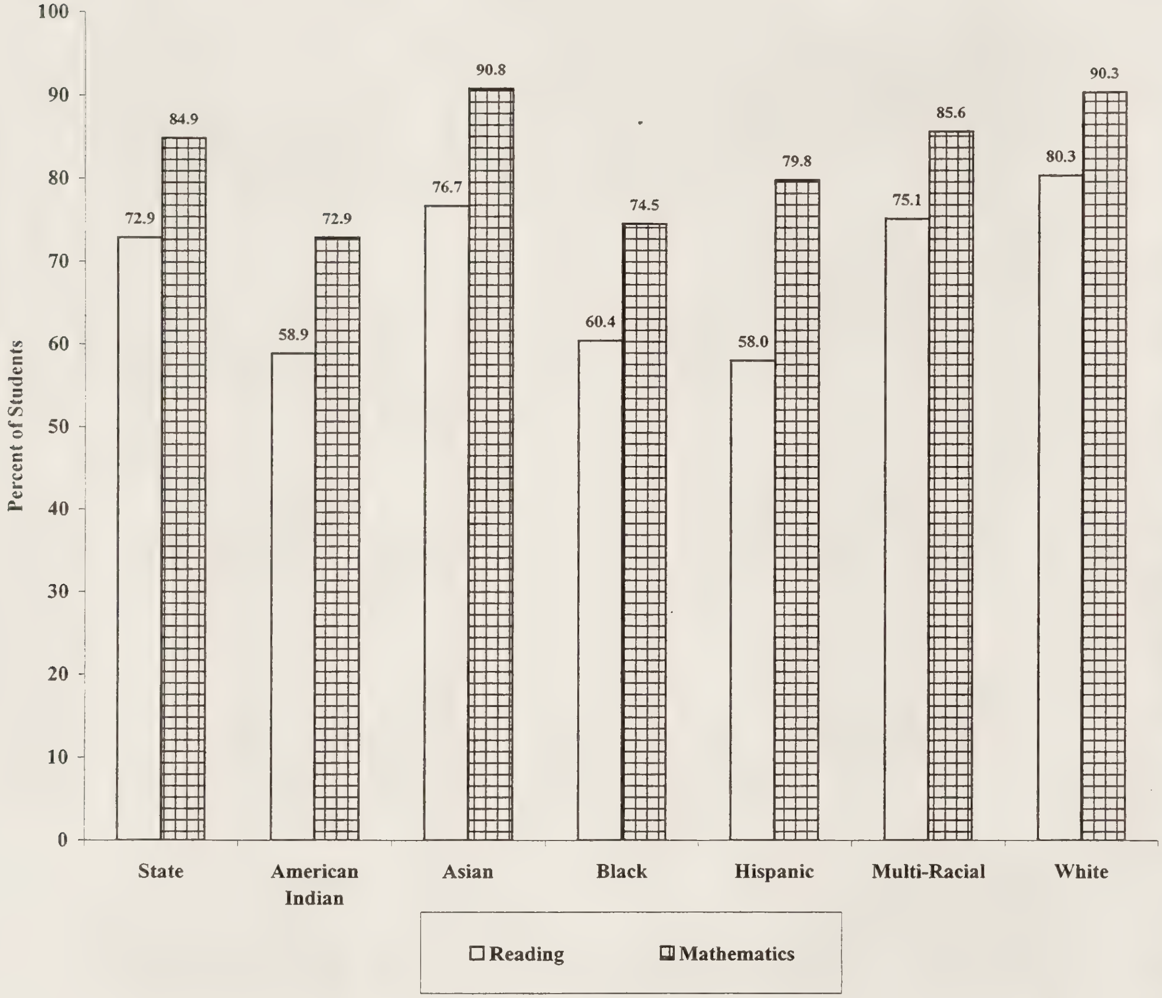
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina curriculum beginning in the 2000-01 school year. Prior to 2000-01, the grade 3 pretest mathmatics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

"N Tested" and "N Level III, IV" for subgroups do not match the state "N Tested" and "N Level III, IV" because of incomplete coding on some student answer sheets and/or the "Other" ethnicity category was coded, therefore, some students are reported in the state data only.

Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

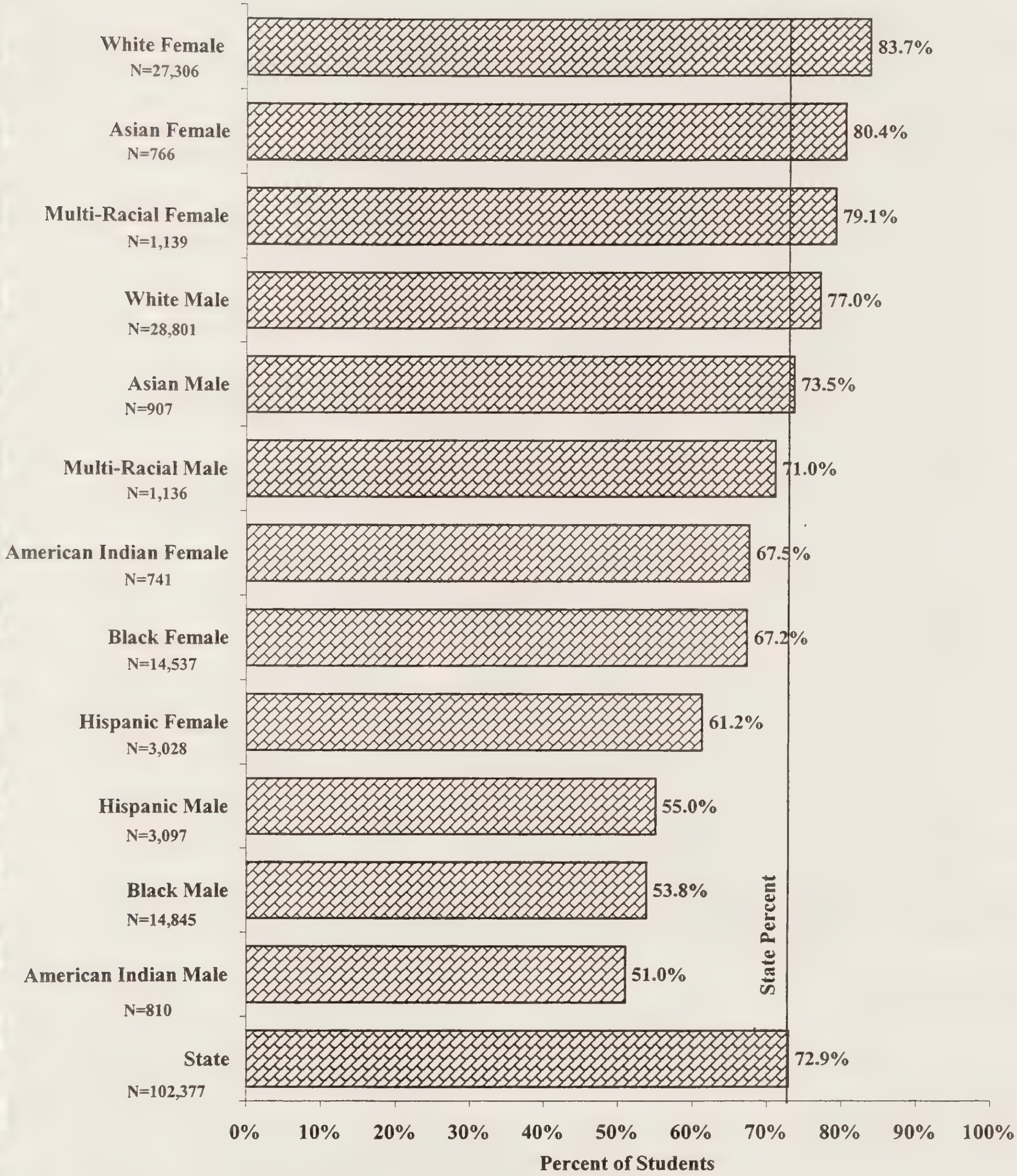
**Figure 3. 2002-03 Grade 3 Pretest Multiple-Choice Results
Percent of Students At or Above Level III in Reading and Mathematics,
by Ethnicity**



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Reading							
N Tested	102,377	1,551	1,673	29,383	6,125	2,275	56,108
N Level III, IV	74,666	913	1,283	17,748	3,555	1,708	45,029
Mathematics							
N Tested	102,603	1,566	1,676	29,454	6,165	2,280	56,207
N Level III, IV	87,132	1,142	1,521	21,955	4,917	1,951	50,762

Notes: The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.
The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.
"N Tested" and "N Level III, IV" for subgroups do not match the state "N Tested" and "N Level III, IV" because of incomplete coding on some student answer sheets and/or the "Other" ethnicity category was coded, therefore, some students are reported in the state data only.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 4. 2002-03 Grade 3 Pretest Multiple-Choice Results Percent of Students At or Above Level III in Reading, by Gender and Ethnicity



Notes: N counts equal the number of students tested.

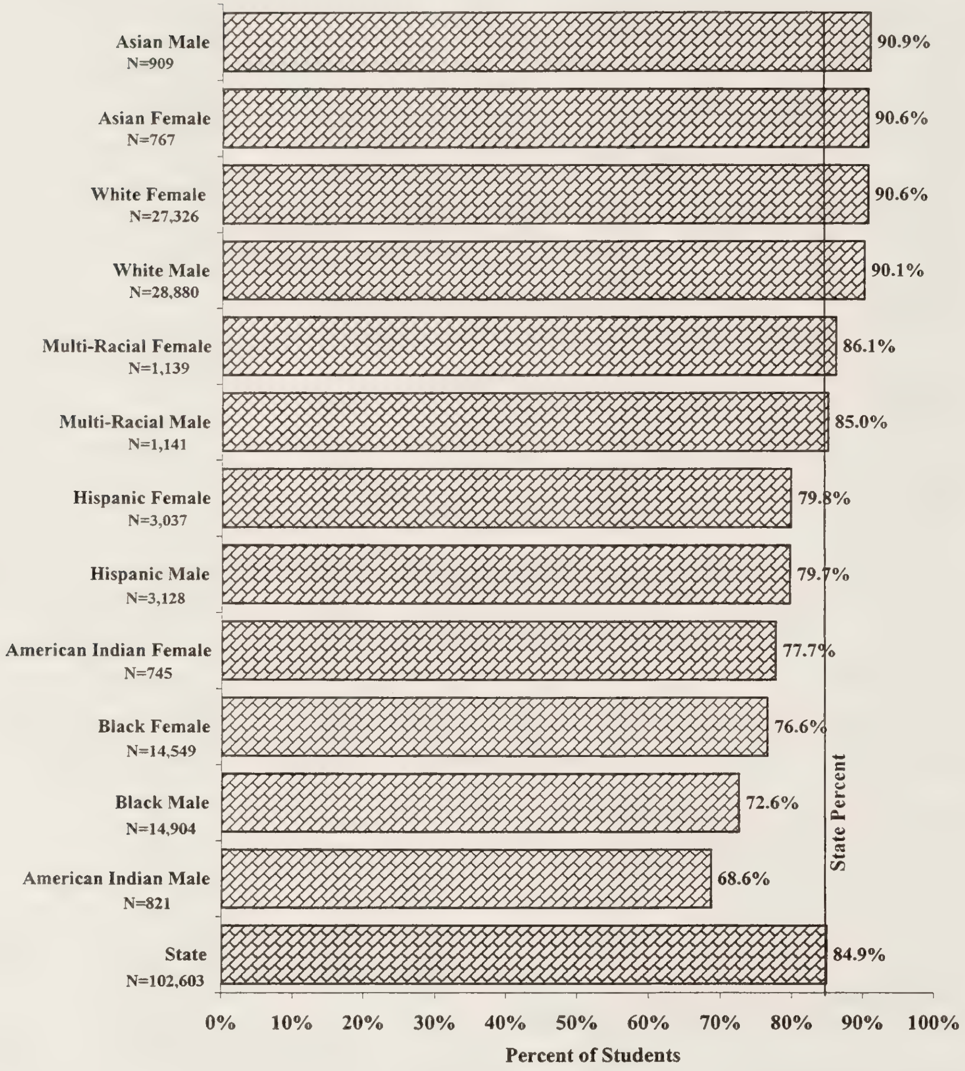
The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets and/or the "Other" ethnicity category was coded.

Data receieved from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 5. 2002-03 Grade 3 Pretest Multiple-Choice Results Percent of Students At or Above Level III in Mathematics*, by Gender and Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

N counts equal the number of students tested.

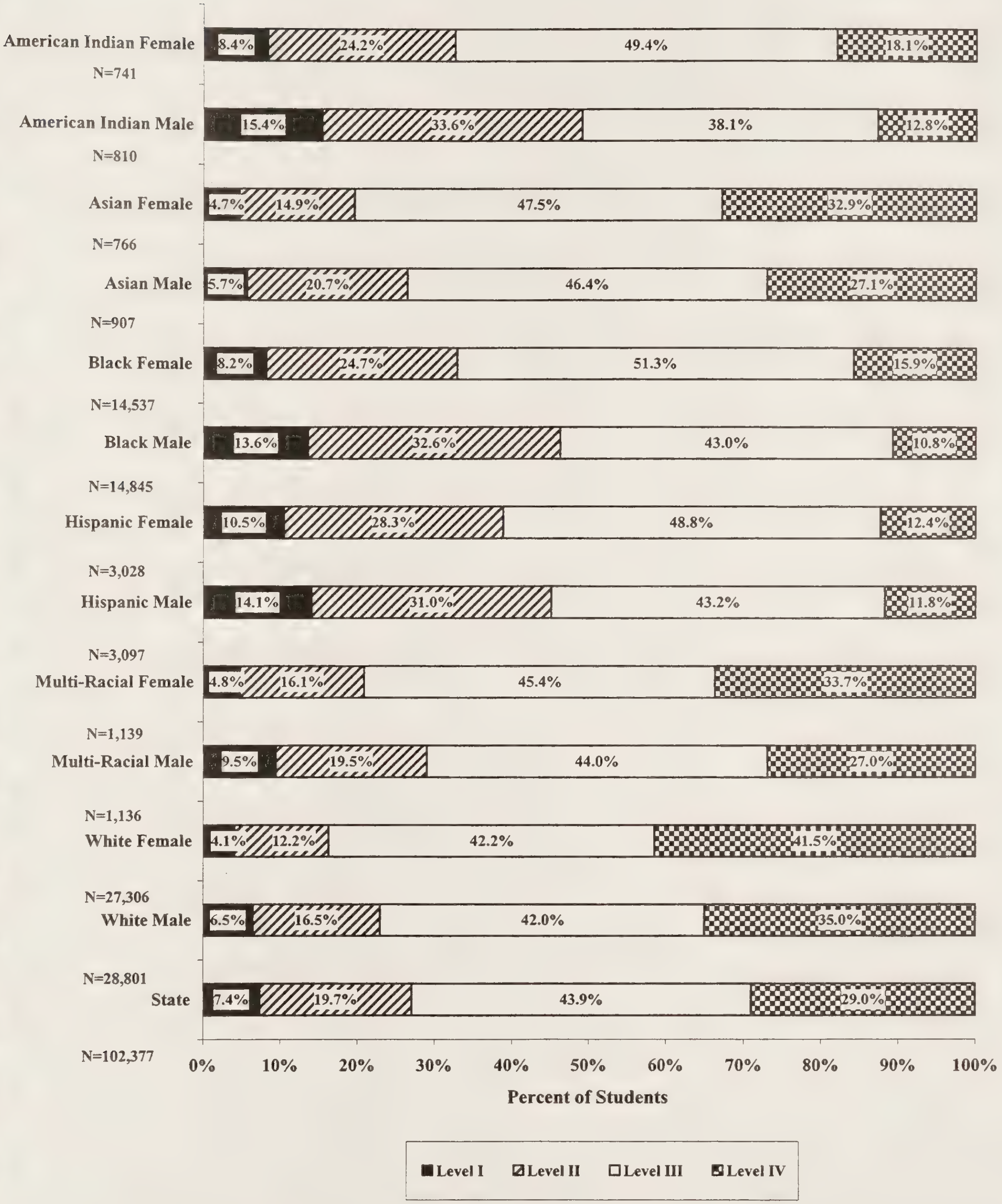
The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets and/or the "Other" ethnicity category was coded.

Data receieved from LEAs and charter schools after August 27, 2003 are not included in this figure.

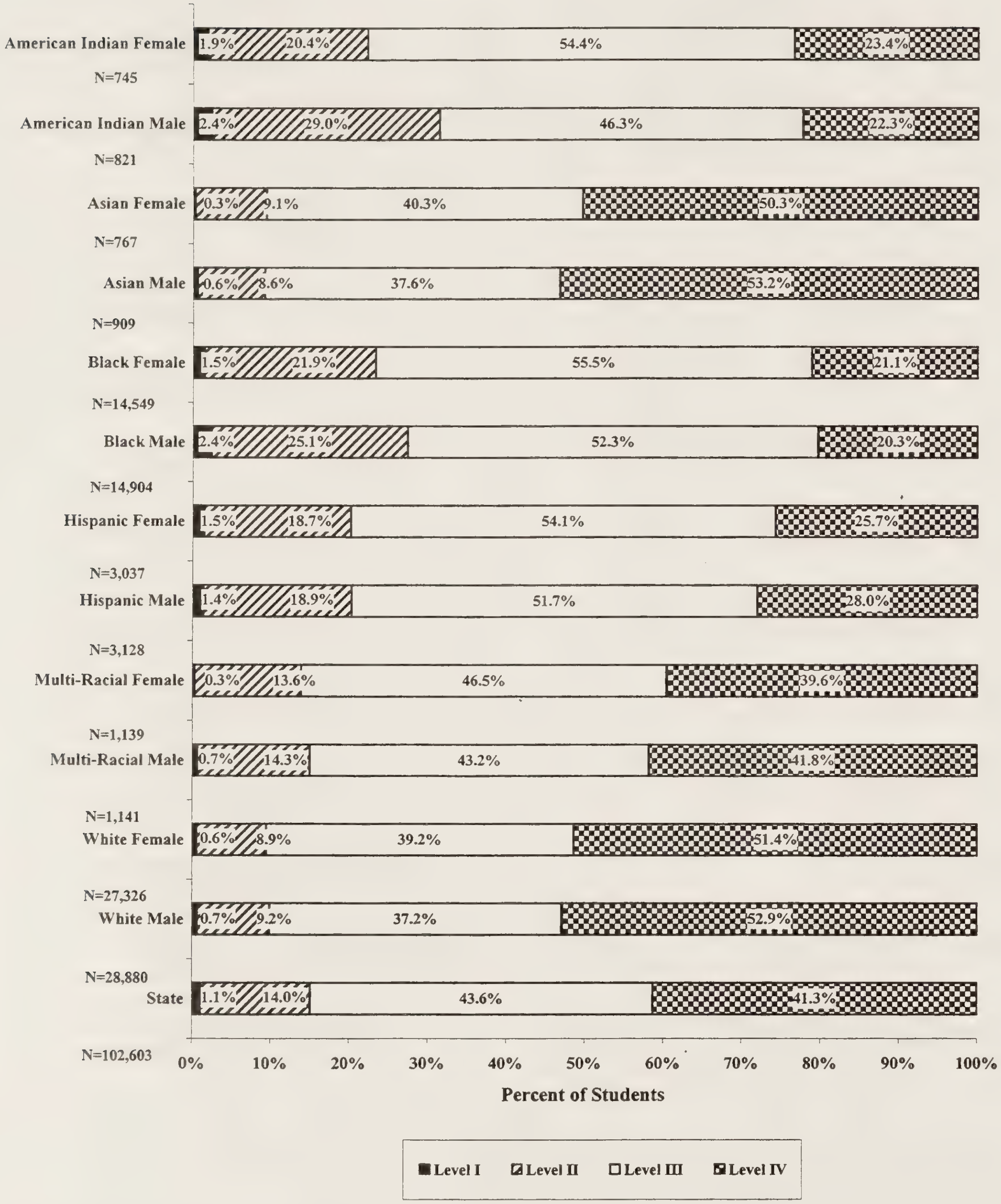
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Figure 6. 2002-03 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading,
by Gender and Ethnicity**



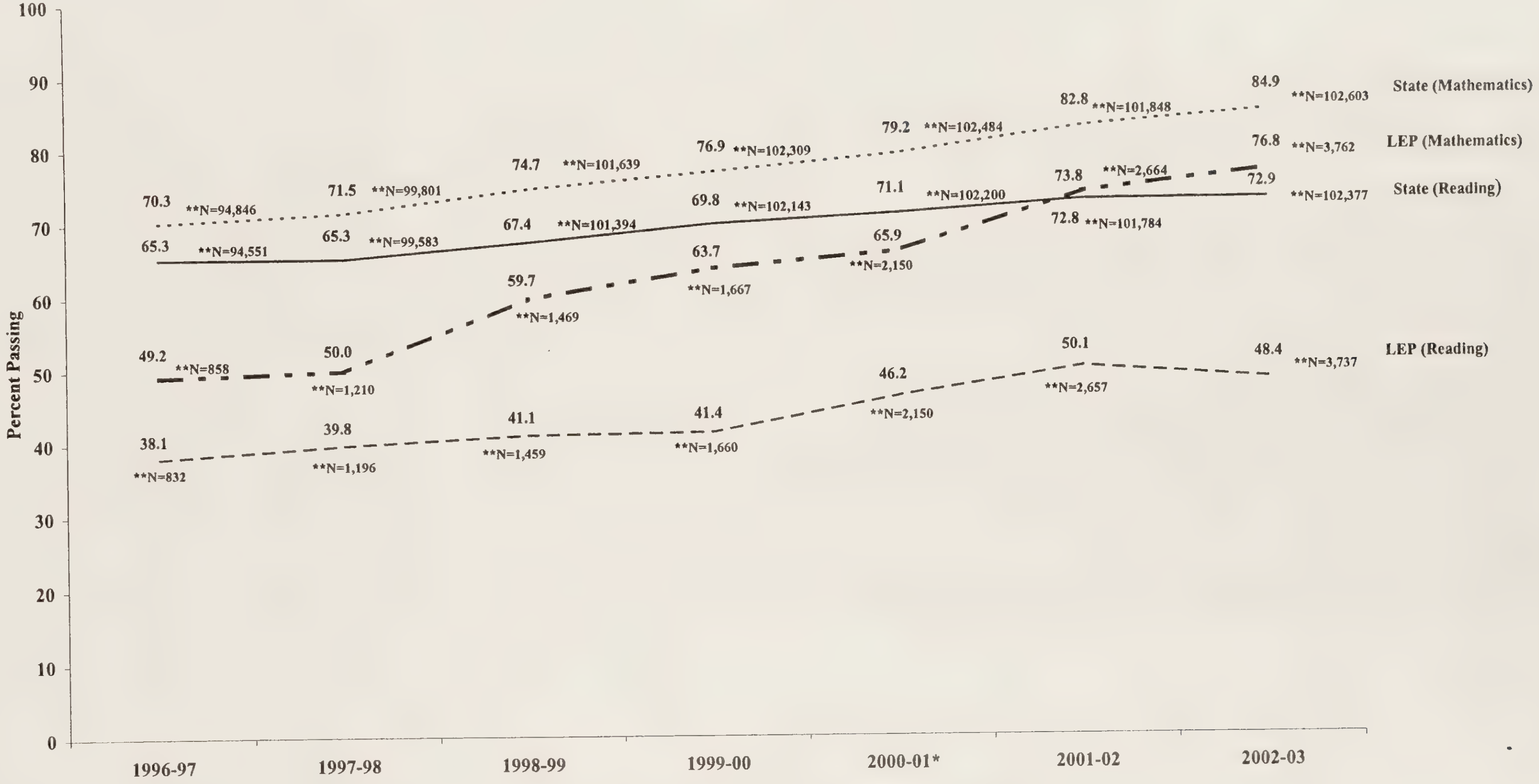
Notes: N counts equal the number of students tested.
The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.
Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets and/or the "Other" ethnicity category was coded.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7. 2002-03 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics*,
by Gender and Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
N counts equal the number of students tested.
The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.
Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets and/or the "Other" ethnicity category was coded.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 8. 1996-97 to 2002-03 Grade 3 Pretest Multiple-Choice Results Percent of Limited English Proficient Students At or Above Level III, in Reading and Mathematics*



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**The state N counts equal the number of students tested; the LEP N counts equal the number of students coded as LEP on student answer sheets.

Prior to 2002-03, the grade 3 pretest reading scale score range was 119 to 162; beginning in 2002-03, the grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data.

Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2002-03 Grade 3 Pretest Multiple-Choice Results
Performance of Academically Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III Reading	Percent At or Above Level III Mathematics	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	102,377	100.0	72.9	84.9	238.8	237.4
Not Exceptional	86,400	84.4	75.0	85.9	239.0	237.4
Academically Intellectually Gifted	4,800	4.7	98.7	99.5	250.3	247.1
AIG Reading	3,954	3.9	99.0	99.6	250.6	247.2
AIG Mathematics	3,635	3.6	98.8	99.5	250.4	247.4
Students with IEPs	10,661	10.4	44.9	70.7	232.1	233.7
All Students with Disabilities	11,164	10.9	45.7	71.2	232.3	233.8
Behaviorally-Emotionally Disabled	561	0.5	43.5	67.9	231.2	232.7
Hearing Impaired	148	0.1	53.4	70.1	233.0	232.6
Educable Mentally Disabled	793	0.8	12.6	22.8	225.4	225.6
Specific Learning Disabled	4,574	4.5	36.3	74.3	230.2	234.0
Learning Disabled-Reading	3,764	3.7	32.1	74.8	229.4	234.1
Learning Disabled-Math	2,076	2.0	35.7	65.4	230.0	232.3
Learning Disabled-Written Expression	2,406	2.4	35.0	74.8	230.0	234.3
Learning Disabled-Other	145	0.1	48.3	65.3	232.1	232.4
Speech-Language Impaired	3,134	3.1	64.8	79.5	236.5	235.9
Visually Impaired	52	0.1	59.6	82.4	234.6	236.0
Other Health Impaired	1,138	1.1	42.4	67.9	231.7	233.0
Orthopedically Impaired	66	0.1	68.2	68.7	237.0	233.4
Traumatic Brain Injured	10	0.0	*	*	*	*
Autistic	145	0.1	58.6	69.2	235.4	233.9
Severely/Profoundly Mentally Disabled	1	0.0	*	*	*	*
Multihandicapped	5	0.0	*	*	*	*
Deaf-Blind	29	0.0	*	*	*	*
Trainable Mentally Disabled	5	0.0	*	*	*	*
Section 504	503	0.5	63.8	82.3	235.9	235.9
Not Coded	22	0.0	*	*	*	*
Limited English Proficient	3,737	3.7	48.4	76.8	232.1	234.0
Not Served by Title I	48,421	47.3	79.4	89.9	240.8	239.3
Schoolwide Title I Program	50,963	49.8	67.6	80.8	237.0	235.8
Targeted Assistance	2,926	2.9	59.7	75.9	235.3	235.0
Migrant	842	0.8	56.8	76.3	234.1	234.5

Notes: [1]"Number Tested" is the number of students who took the grade 3 pretest in reading.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

[3]The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

[4]The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01. The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Intellectually Gifted," and "Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 2002-03 Grade 3 Pretest Multiple-Choice Results
Students with Accommodations

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III Reading	Percent At or Above Level III Mathematics	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	102,377	100.0	72.9	84.9	238.8	237.4
Braille Edition	12	0.0	*	*	*	*
Large Print Edition	74	0.1	50.0	78.1	233.9	236.3
Assistive Technology Devices	46	0.0	47.8	68.1	233.0	234.0
Braille Writer/Slate and Stylus (and Braille Paper)	8	0.0	*	*	*	*
Cranmer Abacus	8	0.0	*	*	*	*
Dictation to Scribe	94	0.1	47.9	71.8	232.1	234.7
Interpreter/Transliterator Signs/Cues Test**	27	0.0	*	*	*	*
Magnification Devices	16	0.0	*	*	*	*
Student Marks Answers in Test Book	5,310	5.2	37.9	70.6	230.6	233.5
Test Administrator Reads Test Aloud (in English)**	6,910	6.7	31.7	71.1	229.2	233.3
Keyboarding Devices	2	0.0	*	*	*	*
Hospital/Home Testing	5	0.0	*	*	*	*
Multiple Testing Sessions	2,605	2.5	36.5	69.5	230.3	233.2
Scheduled Extended Time	8,297	8.1	38.0	71.8	230.5	233.4
Testing in a Separate Room	7,818	7.6	36.8	71.0	230.2	233.3
English/Native Language Dictionary/Electronic Translator	202	0.2	43.6	85.0	231.5	234.8
One Test Item Per Page Edition	13	0.0	*	*	*	*
Unpublished Accommodation	7	0.0	*	*	*	*

Notes: [1] "Number Tested" is the number of students who took the grade 3 pretest in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.

[4] The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities or limited English proficiency.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6a. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
Grade 3 Pretest Reading

Category	Reading									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership = 106,181[1])	106,376	100.0	102,377	96.2	2,358	2.2	410	0.4	1,231	1.2
Female	51,597	48.5	50,108	97.1	820	1.6	189	0.4	480	0.9
Male	54,774	51.5	52,266	95.4	1,538	2.8	220	0.4	750	1.4
American Indian	1,600	1.5	1,551	96.9	39	2.4	2	0.1	8	0.5
Asian	1,776	1.7	1,673	94.2	52	2.9	11	0.6	40	2.3
Black	30,676	28.8	29,383	95.8	812	2.6	138	0.4	343	1.1
Hispanic	6,980	6.6	6,125	87.8	451	6.5	31	0.4	373	5.3
Multi-Racial	2,335	2.2	2,275	97.4	36	1.5	9	0.4	15	0.6
White	57,599	54.1	56,108	97.4	892	1.5	207	0.4	392	0.7
Other	5,405	5.1	5,259	97.3	75	1.4	11	0.2	60	1.1
Title I	56,246	52.9	53,953	95.9	1,419	2.5	163	0.3	711	1.3
Schoolwide Title I Program	53,176	50.0	50,963	95.8	1,388	2.6	153	0.3	672	1.3
Targeted Assistance	3,000	2.8	2,926	97.5	29	1.0	10	0.3	35	1.2
Migrant	947	0.9	842	88.9	61	6.4	3	0.3	41	4.3
Limited English Proficient (LEP)	4,602	4.3	3,737	81.2	435	9.5	19	0.4	411	8.9
All Students with Disabilities	13,717	12.9	11,164	81.4	1,941	14.2	39	0.3	573	4.2
Behaviorally-Emotionally Disabled	674	0.6	561	83.2	61	9.1	6	0.9	46	6.8
Hearing Impaired	181	0.2	148	81.8	25	13.8	0	0.0	8	4.4
Educable Mentally Disabled	1,855	1.7	793	42.7	888	47.9	3	0.2	171	9.2
Specific Learning Disabled	5,088	4.8	4,574	89.9	285	5.6	12	0.2	217	4.3
Speech-Language Impaired	3,177	3.0	3,134	98.6	14	0.4	2	0.1	27	0.8
Visually Impaired	55	0.1	52	94.5	2	3.6	0	0.0	1	1.8
Other Health Impaired	1,340	1.3	1,138	84.9	135	10.1	7	0.5	60	4.5
Orthopedically Impaired	94	0.1	66	70.2	17	18.1	1	1.1	10	10.6
Traumatic Brain Injury	17	0.0	10	58.8	6	35.3	0	0.0	1	5.9
Autistic	357	0.3	145	40.6	186	52.1	3	0.8	23	6.4
Severely/Profoundly Mentally Disabled	60	0.1	1	1.7	59	98.3	0	0.0	0	0.0
Multihandicapped	99	0.1	5	5.1	91	91.9	1	1.0	2	2.0
Deaf Blind	30	0.0	29	96.7	1	3.3	0	0.0	0	0.0
Trainable Mentally Disabled	180	0.2	5	2.8	170	94.4	3	1.7	2	1.1
Section 504	510	0.5	503	98.6	1	0.2	1	0.2	5	1.0

Notes: [1] "Verified Membership" for the Grade 3 Pretest is the total student membership on the last day of the first month of the 2002-03 school year and is provided by the NCDPI Division of School Business, Informaton Analysis and Support, from the Student Information Management System (SIMS/NCWISE).

[2] "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and other unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6b. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
Grade 3 Pretest Mathematics

Category	Mathematics						Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (verified memberhsip = 106,181[1])	106,376	100.0	102,603	96.5	2,160	2.0	436	0.4	1,177	1.1
Female	51,597	48.5	50,153	97.2	783	1.5	197	0.4	464	0.9
Male	54,774	51.5	52,448	95.8	1,377	2.5	238	0.4	711	1.3
American Indian	1,600	1.5	1,566	97.9	26	1.6	1	0.1	7	0.4
Asian	1,776	1.7	1,676	94.4	52	2.9	11	0.6	37	2.1
Black	30,676	28.8	29,454	96.0	747	2.4	154	0.5	321	1.0
Hispanic	6,980	6.6	6,165	88.3	419	6.0	29	0.4	367	5.3
Multi-Racial	2,335	2.2	2,280	97.6	32	1.4	12	0.5	11	0.5
White	57,599	54.1	56,207	97.6	809	1.4	214	0.4	369	0.6
Other	5,405	5.1	5,253	97.2	74	1.4	14	0.3	64	1.2
Title I	56,246	52.9	54,126	96.2	1,265	2.2	173	0.3	682	1.2
Schoolwide Title I Program	53,176	50.0	51,134	96.2	1,237	2.3	162	0.3	643	1.2
Targeted Assistance	3,000	2.8	2,928	97.6	26	0.9	11	0.4	35	1.2
Migrant	947	0.9	844	89.1	58	6.1	4	0.4	41	4.3
Limited English Proficient (LEP)	4,602	4.3	3,762	81.7	421	9.1	18	0.4	401	8.7
All Students with Disabilities	13,717	12.9	11,403	83.1	1,757	12.8	38	0.3	519	3.8
Behaviorally-Emotionally Disabled	674	0.6	567	84.1	57	8.5	7	1.0	43	6.4
Hearing Impaired	181	0.2	154	85.1	19	10.5	0	0.0	8	4.4
Educable Mentally Disabled	1,855	1.7	825	44.5	857	46.2	3	0.2	170	9.2
Specific Learning Disabled	5,088	4.8	4,751	93.4	158	3.1	11	0.2	168	3.3
Speech-Language Impaired	3,177	3.0	3,135	98.7	13	0.4	3	0.1	26	0.8
Visually Impaired	55	0.1	51	92.7	2	3.6	0	0.0	2	3.6
Other Health Impaired	1,340	1.3	1,155	86.2	122	9.1	5	0.4	58	4.3
Orthopedically Impaired	94	0.1	67	71.3	17	18.1	1	1.1	9	9.6
Traumatic Brain Injury	17	0.0	10	58.8	5	29.4	0	0.0	2	11.8
Autistic	357	0.3	146	40.9	185	51.8	3	0.8	23	6.4
Severely/Profoundly Mentally Disabled	60	0.1	1	1.7	59	98.3	0	0.0	0	0.0
Multihandicapped	99	0.1	4	4.0	91	91.9	1	1.0	3	3.0
Deaf Blind	30	0.0	29	96.7	1	3.3	0	0.0	0	0.0
Trainable Mentally Disabled	180	0.2	5	2.8	170	94.4	3	1.7	2	1.1
Section 504	510	0.5	503	98.6	1	0.2	1	0.2	5	1.0

Notes: [1]"Verified Membership" for the Grade 3 Pretest is the total student membership on the last day of the first month of the 2002-03 school year and is provided by the NCDPI Division of School Business, Informaton Analysis and Support, from the Student Information Management System (SIMS/NCWISE).

[2]"Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3]Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4]Data for "Other" includes misadministrations, transfers, and other unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	238.8	102,377	96	
Category 1: Cognition			39	64.3
Category 2: Interpretation			36	56.5
Category 3: Critical Stance			17	52.0
Category 4: Connections			4	46.6
MATHEMATICS**	237.4	102,603	120	
Math Calculator Inactive			36	65.2
Math Calculator Active			84	62.9
GOAL 1: Identify and use numbers to less than 1,000.			45	67.8
GOAL 2: Understand and use basic geometric properties and standard units of measurement.			42	62.3
GOAL 3: Understand classification, patterning, and seriation.			21	60.6
GOAL 4: Understand data collection, display, and interpretation.			12	57.4

	G	H	I
NUMBER OF STUDENTS TAKING FORM	34,173	34,251	34,179

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03. The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 8. 2002-03 Grade 3 Pretest Distribution of Scale Scores Reading

NUMBER OF STUDENTS WITH VALID SCORES	102,377
MEAN	238.8
STANDARD DEVIATION	9.9
VARIANCE	98.7

HIGH SCORE	264
LOW SCORE	213

2003 STATE PERCENTILES	SCALE SCORE
90	251.72
75	246.26
50 (MEDIAN)	239.15
25	231.21
10	224.76

FREQUENCY DISTRIBUTION

DEVELOPMENTAL SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
264	109	102377	0.11	100.00	99
263	307	102268	0.30	99.89	99
260	843	101961	0.82	99.59	99
259	467	101118	0.46	98.77	99
257	1476	100651	1.44	98.31	98
256	890	99175	0.87	96.87	96
255	972	98285	0.95	96.00	96
254	2192	97313	2.14	95.05	94
252	3804	95121	3.72	92.91	91
251	1414	91317	1.38	89.20	89
250	2853	89903	2.79	87.82	87
249	3141	87050	3.07	85.03	84
248	1524	83909	1.49	81.96	81
247	4795	82385	4.68	80.47	78
246	3339	77590	3.26	75.79	74
245	1551	74251	1.51	72.53	72
244	4976	72700	4.86	71.01	69
243	5103	67724	4.98	66.15	64
242	4893	62621	4.78	61.17	59
241	1514	57728	1.48	56.39	56
240	3340	56214	3.26	54.91	53
239	4862	52874	4.75	51.65	49
238	4678	48012	4.57	46.90	45
237	2777	43334	2.71	42.33	41
236	1623	40557	1.59	39.62	39
235	4220	38934	4.12	38.03	36
234	2776	34714	2.71	33.91	33
233	4227	31938	4.13	31.20	29
232	1301	27711	1.27	27.07	27
231	2790	26410	2.73	25.80	25
230	2580	23620	2.52	23.07	22
229	2686	21040	2.62	20.55	19
228	2790	18354	2.73	17.93	17
227	1077	15564	1.05	15.20	15
226	2583	14487	2.52	14.15	13
225	2248	11904	2.20	11.63	11
224	2067	9656	2.02	9.43	8
223	1954	7589	1.91	7.41	6
222	1514	5635	1.48	5.50	5
221	1265	4121	1.24	4.03	3
220	1006	2856	0.98	2.79	2
219	928	1850	0.91	1.81	1
218	369	922	0.36	0.90	1
217	229	553	0.22	0.54	1
216	190	324	0.19	0.32	1
215	83	134	0.08	0.13	1
214	41	51	0.04	0.05	1
213	10	10	0.01	0.01	1

Notes: The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 9. 2002-03 Grade 3 Pretest Distribution of Scale Scores Mathematics*

NUMBER OF STUDENTS WITH VALID SCORES	102,603
MEAN	237.4
STANDARD DEVIATION	7.7
VARIANCE	59.6

HIGH SCORE	260
LOW SCORE	211

2003 STATE PERCENTILES	SCALE SCORE
90	247.36
75	242.76
50 (MEDIAN)	237.42
25	232.16
10	227.72

FREQUENCY DISTRIBUTION

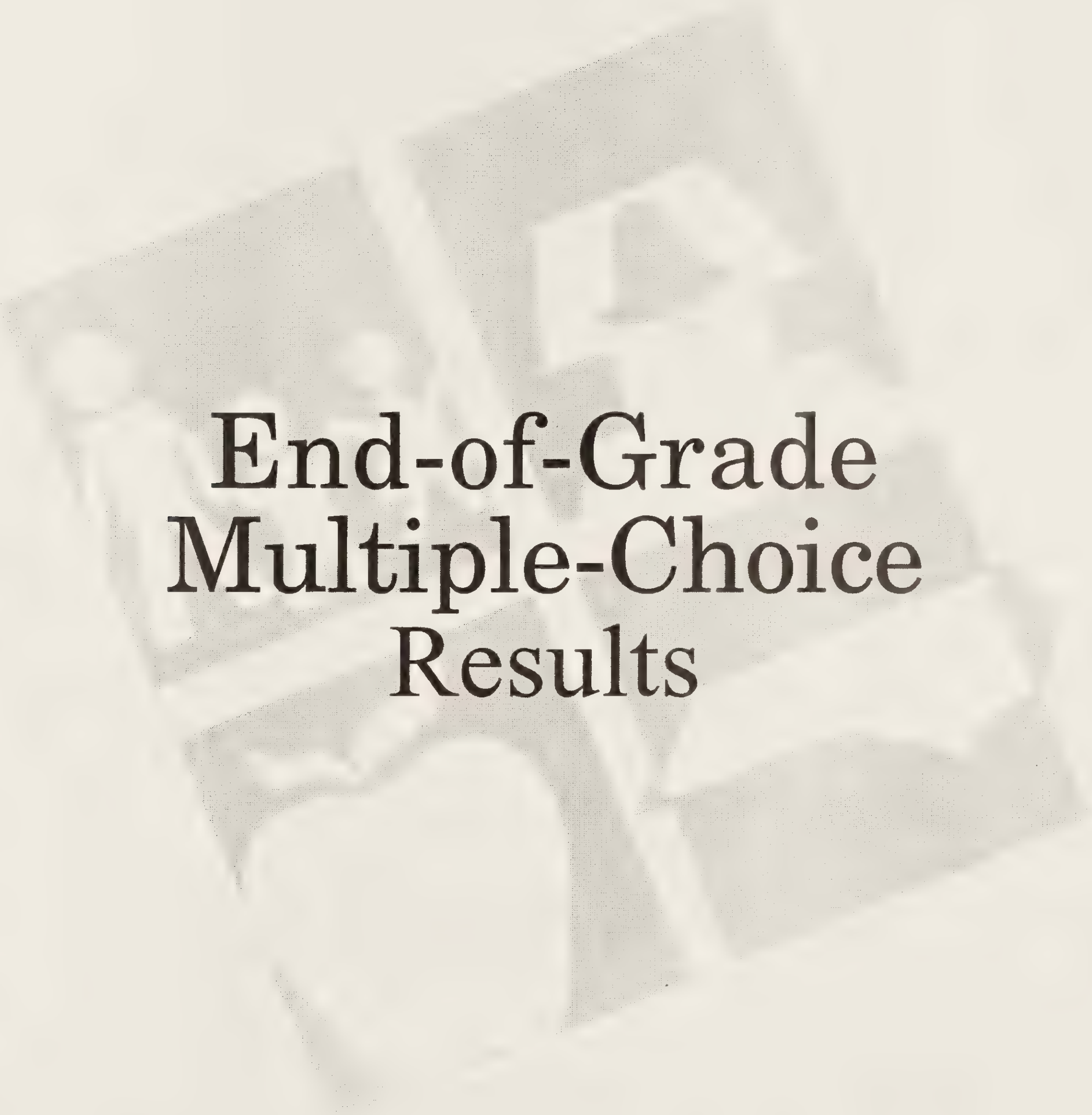
DEVELOPMENTAL SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2000 STATE PERCENTILE
260	47	102603	0.05	100.00	99
259	99	102556	0.10	99.95	99
257	264	102457	0.26	99.86	99
256	322	102193	0.31	99.60	99
255	663	101871	0.65	99.29	99
253	613	101208	0.60	98.64	99
252	1126	100595	1.10	98.04	98
251	780	99469	0.76	96.95	97
250	2631	98689	2.56	96.19	96
249	2038	96058	1.99	93.62	94
248	1158	94020	1.13	91.63	93
247	3732	92862	3.64	90.51	91
246	2758	89130	2.69	86.87	88
245	1410	86372	1.37	84.18	86
244	4508	84962	4.39	82.81	84
243	4732	80454	4.61	78.41	80
242	5031	75722	4.90	73.80	75
241	5206	70691	5.07	68.90	71
240	5228	65485	5.10	63.82	67
239	5210	60257	5.08	58.73	62
238	3463	55047	3.38	53.65	58
237	3334	51584	3.25	50.28	55
236	5191	48250	5.06	47.03	51
235	5072	43059	4.94	41.97	46
234	4815	37987	4.69	37.02	41
233	6101	33172	5.95	32.33	36
232	4205	27071	4.10	26.38	31
231	3924	22866	3.82	22.29	27
230	3471	18942	3.38	18.46	23
229	3109	15471	3.03	15.08	19
228	2699	12362	2.63	12.05	16
227	1563	9663	1.52	9.42	13
226	1341	8100	1.31	7.89	11
225	1709	6759	1.67	6.59	9
224	1373	5050	1.34	4.92	7
223	781	3677	0.76	3.58	5
222	694	2896	0.68	2.82	4
221	488	2202	0.48	2.15	3
220	628	1714	0.61	1.67	2
219	439	1086	0.43	1.06	2
218	222	647	0.22	0.63	1
217	184	425	0.18	0.41	1
216	128	241	0.12	0.23	1
215	52	113	0.05	0.11	1
214	38	61	0.04	0.06	1
213	10	23	0.01	0.02	1
212	8	13	0.01	0.01	1
211	5	5	0.00	0.00	1

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.



End-of-Grade Multiple-Choice Results

Table 1. 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score**	Standard Deviation	Mean Scale Score**	Standard Deviation
Grade 3	102,241	82.6%	102,672	88.9%
	247.9	9.1	253.3	6.3
Grade 4	100,351	83.7%	100,750	94.7%
	252.4	8.7	259.1	7.5
Grade 5	103,464	88.7%	103,899	92.6%
	256.9	8.0	262.3	8.9
Grade 6	104,678	81.5%	104,852	90.0%
	258.7	8.5	265.8	9.3
Grade 7	104,804	85.3%	105,002	83.8%
	261.2	9.1	268.3	11.0
Grade 8	101,948	87.7%	102,034	84.2%
	263.9	9.0	271.7	10.8

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading*

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1999-00 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	2000-01 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	2001-02 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	2002-03 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,381	88,299	88,741	90,594	95,347	98,389	100,525	101,064	101,652	100,105	102,241
	142.7	142.8	143.4	143.8	144.1	145.7	146.4	146.5	147.0	147.8	247.9
	61.2%	60.4%	63.4%	64.8%	65.8%	71.6%	73.6%	74.4%	76.4%	79.8%	82.6%
Grade 4	84,811	85,311	88,151	89,115	91,865	94,109	97,911	99,451	99,717	100,426	100,351
	147.1	147.9	147.6	148.7	148.4	149.3	149.5	149.8	150.3	150.8	252.4
	62.4%	65.8%	64.2%	69.4%	67.7%	70.9%	71.4%	72.1%	74.6%	77.1%	83.7%
Grade 5	85,339	85,330	86,144	89,237	90,770	91,566	94,801	98,099	99,639	100,294	103,464
	151.5	151.7	152.4	152.1	153.0	154.3	154.3	155.3	156.0	156.3	256.9
	64.1%	65.4%	68.2%	66.5%	70.8%	75.2%	75.8%	79.1%	82.7%	84.5%	88.7%
Grade 6	84,281	85,740	86,356	87,310	91,666	91,669	93,589	96,489	100,079	101,617	104,678
	154.0	154.5	154.5	155.3	155.6	155.8	156.7	156.3	156.7	157.5	258.7
	62.6%	65.1%	65.9%	67.7%	67.1%	70.0%	72.3%	69.5%	70.6%	74.1%	81.5%
Grade 7	83,869	84,852	86,469	87,457	89,515	91,267	92,021	94,031	96,945	100,420	104,804
	157.0	157.3	158.1	157.9	158.2	159.0	159.9	160.2	159.9	160.1	261.2
	63.5%	64.2%	68.5%	66.8%	67.8%	71.1%	76.6%	76.4%	75.3%	76.6%	85.3%
Grade 8	80,837	82,915	83,795	85,997	87,315	87,903	90,330	90,984	93,305	96,104	101,948
	158.7	159.7	160.1	160.0	160.9	161.9	162.3	162.7	163.1	163.4	263.9
	66.5%	71.1%	72.8%	72.7%	75.0%	79.5%	79.9%	82.5%	83.3%	85.2%	87.7%

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade all end-of-grade reading data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score**	Mean Scale Score**	Mean Scale Score**
	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students	Percent Students
Grade 3	85,191	88,414	88,845	90,710	95,604	98,844	101,021	101,572	102,160	100,748	102,672
	139.8	140.0	141.2	141.9	142.8	142.3	142.9	143.5	250.6	251.4	253.3
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%	71.8%	73.6%	77.3%	88.9%
Grade 4	84,594	85,363	88,217	89,172	92,062	94,499	98,391	99,990	100,392	101,120	100,750
	146.1	147.2	147.9	148.5	149.5	151.5	152.2	152.9	255.8	256.5	259.1
	64.1%	67.1%	68.5%	71.5%	74.6%	79.3%	82.7%	84.4%	86.8%	88.9%	94.7%
Grade 5	85,124	85,384	86,151	89,261	90,929	91,927	95,258	98,558	100,226	101,125	103,899
	152.3	153.5	154.4	155.2	156.4	157.4	159.2	159.5	260.0	260.8	262.3
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%	82.9%	86.7%	88.4%	92.6%
Grade 6	83,873	85,849	86,337	87,320	91,718	91,802	93,824	96,708	100,367	102,060	104,852
	158.3	159.4	160.2	161.4	162.0	163.6	164.8	165.1	263.2	264.5	265.8
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%	81.0%	82.9%	86.4%	90.0%
Grade 7	83,162	84,768	86,422	87,490	89,526	91,368	92,151	94,124	97,114	100,674	105,002
	164.1	164.8	166.0	166.4	167.5	169.2	170.8	171.0	267.1	268.0	268.3
	60.0%	63.2%	67.1%	68.5%	70.8%	76.9%	82.5%	80.7%	81.2%	83.3%	83.8%
Grade 8	80,045	82,792	83,542	86,006	87,383	87,978	90,396	91,053	93,408	96,325	102,034
	168.3	169.0	170.3	170.6	171.1	173.7	174.1	175.3	270.0	271.2	271.7
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%	80.6%	79.5%	82.3%	84.2%

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Reading*

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,299	60.4%	88,741	63.4%	90,594	64.8%	95,347	65.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%	144.1	11.0%
Std. Dev.	9.9		10.0		10.1		9.7		9.8	
Grade 4	84,811	62.4%	85,311	65.8%	88,151	64.2%	89,115	69.4%	91,865	67.7%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%	148.4	9.9%
Std. Dev.	9.6		9.3		9.6		9.3		9.6	
Grade 5	85,339	64.1%	85,330	65.4%	86,144	68.2%	89,237	66.5%	90,770	70.8%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%	153.0	7.6%
Std. Dev.	9.0		8.9		8.8		8.9		8.9	
Grade 6	84,281	62.6%	85,740	65.1%	86,356	65.9%	87,310	67.7	91,666	67.1%
	154.0	9.3%	154.5	9.2%	154.5	7.5%	155.3	8.8%	155.6	8.7%
Std. Dev.	9.1		9.1		8.7		9.3		9.9	
Grade 7	83,869	63.5%	84,852	64.2%	86,469	68.5%	87,457	66.8%	89,515	67.8%
	157.0	9.3%	157.3	9.6%	158.1	8.0%	157.9	8.5%	158.2	8.4%
Std. Dev.	8.6		8.7		8.6		8.6		9.0	
Grade 8	80,837	66.5%	82,915	71.1%	83,795	72.8%	85,997	72.7%	87,315	75.0%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%	160.9	5.0%
Std. Dev.	8.9		8.7		8.6		8.5		8.7	

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Reading* (continued)

	1997-98		1998-99		1999-00		2000-01		2001-02		2002-03*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV*
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score*	Percent Students at Achievement Level I*
Grade 3	98,389	71.6%	100,525	73.6%	101,064	74.4%	101,652	76.4%	100,105	79.8%	102,241	82.6%
	145.7	8.6%	146.4	6.9%	146.5	6.2%	147.0	5.7%	147.8	4.2%	247.9	3.9%
Std. Dev.	9.7		9.7		9.5		9.3		8.9		9.1	
Grade 4	94,109	70.9%	97,911	71.4%	99,451	72.1%	99,717	74.6%	100,426	77.1%	100,351	83.7%
	149.3	7.9%	149.5	7.4%	149.8	7.0%	150.3	6.1%	150.8	4.7%	252.4	4.2%
Std. Dev.	9.6		9.4		9.5		9.3		9.0		8.7	
Grade 5	91,566	75.2%	94,801	75.8%	98,099	79.1%	99,639	82.7%	100,294	84.5%	103,464	88.7%
	154.3	6.1%	154.3	5.0%	155.3	4.4%	156.0	3.4%	156.3	2.7%	256.9	1.8%
Std. Dev.	9.0		8.5		8.7		8.2		7.9		8.0	
Grade 6	91,669	70.0%	93,589	72.3%	96,489	69.5%	100,079	70.6%	101,617	74.1%	104,678	81.5%
	155.8	7.3%	156.7	5.9%	156.3	6.9%	156.7	6.0%	157.5	4.1%	258.7	3.8%
Std. Dev.	9.3		9.3		9.8		9.6		9.1		8.5	
Grade 7	91,267	71.1%	92,021	76.6%	94,031	76.4%	96,945	75.3%	100,420	76.6%	104,804	85.3%
	159.0	7.4%	159.9	5.2%	160.2	5.3%	159.9	5.0%	160.1	4.3%	261.2	3.4%
Std. Dev.	8.8		8.2		8.5		8.5		8.3		9.1	
Grade 8	87,903	79.5%	90,330	79.9%	90,984	82.5%	93,305	83.3%	96,104	85.2%	101,948	87.7%
	161.9	3.4%	162.3	3.2%	162.7	2.9%	163.1	2.3%	163.4	1.9%	263.9	2.4%
Std. Dev.	8.3		8.4		8.1		8.1		7.8		9.0	

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,191	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,604	70.2%
	139.8	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%	142.8	6.8%
Std. Dev.	11.3		11.5		11.5		11.4		11.3	
Grade 4	84,594	64.1%	85,363	67.1%	88,217	68.5%	89,172	71.5%	92,062	74.6%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%
Std. Dev.	10.5		10.7		11.1		10.7		10.8	
Grade 5	85,124	59.7%	85,384	63.9%	86,151	66.5%	89,261	70.0%	90,929	73.1%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%	156.4	7.1%
Std. Dev.	9.7		10.0		10.3		10.2		10.4	
Grade 6	83,873	61.3%	85,849	66.2%	86,337	67.6%	87,320	72.6%	91,718	72.7%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%	162.0	6.6%
Std. Dev.	10.1		10.2		10.4		10.6		11.1	
Grade 7	83,162	60.0%	84,768	63.2%	86,422	67.1%	87,490	68.5%	89,526	70.8%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%	167.5	8.6%
Std. Dev.	10.0		10.4		10.4		10.7		11.4	
Grade 8	80,045	61.9%	82,792	61.9%	83,542	67.6%	86,006	67.7%	87,383	68.9%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	9.0%
Std. Dev.	10.6		11.0		11.1		11.3		11.8	

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Prior to 2000-01, the end-of-grade mathematic scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics* (continued)

	1997-98		1998-99		1999-00		2000-01*		2001-02		2002-03	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV**	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score**	Percent Students at Achievement Level I**	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	98,844	68.2%	101,021	70.0%	101,572	71.8%	102,160	73.6%	100,748	77.3%	102,672	88.9%
	142.3	7.0%	142.9	6.3%	143.5	5.6%	250.6	4.2%	251.4	3.2%	253.3	1.1%
Std. Dev.	11.2		11.1		11.1		7.7		7.7		6.3	
Grade 4	94,499	79.3%	98,391	82.7%	99,990	84.4%	100,392	86.8%	101,120	88.9%	100,750	94.7%
	151.5	4.0%	152.2	2.9%	152.9	2.1%	255.8	1.2%	256.5	0.9%	259.1	0.7%
Std. Dev.	10.8		10.3		10.1		8.3		8.4		7.5	
Grade 5	91,927	78.0%	95,258	82.4%	98,558	82.9%	100,226	86.7%	101,125	88.4%	103,899	92.6%
	157.4	5.8%	159.2	3.8%	159.5	3.8%	260.0	2.2%	260.8	1.7%	262.3	1.1%
Std. Dev.	10.1		10.0		10.1		9.6		9.7		8.9	
Grade 6	91,802	78.3%	93,824	81.1%	96,708	81.0%	100,367	82.9%	102,060	86.4%	104,852	90.0%
	163.6	5.0%	164.8	4.3%	165.1	4.1%	263.2	3.3%	264.5	2.2%	265.8	1.7%
Std. Dev.	10.8		10.9		11.2		9.9		9.9		9.3	
Grade 7	91,368	76.9%	92,151	82.5%	94,124	80.7%	97,114	81.2%	100,674	83.3%	105,002	83.8%
	169.2	5.4%	170.8	3.9%	171.0	4.5%	267.1	3.2%	268.0	2.7%	268.3	2.9%
Std. Dev.	11.0		10.6		11.5		10.6		10.9		11.0	
Grade 8	87,978	76.3%	90,396	77.6%	91,053	80.6%	93,408	79.5%	96,325	82.3%	102,034	84.2%
	173.7	5.4%	174.1	5.4%	175.3	4.8%	270.0	5.3%	271.2	4.2%	271.7	4.5%
	11.6		12.0		11.9		11.0		11.1		10.8	

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 End-of-Grade Multiple-Choice Tests, Achievement Level Ranges, by Subject and Grade

Reading Developmental Scale Scores (set in 2002-03)

Grade	Level I	Level II	Level III	Level IV
3	216-229	230-239	240-249	250-272
4	223-235	236-243	244-254	255-275
5	228-238	239-246	247-258	259-277
6	228-241	242-251	252-263	264-283
7	228-242	243-251	252-263	264-287
8	231-243	244-253	254-265	266-290

Mathematics Developmental Scale Scores (set in September 2001)

Grade	Level I	Level II	Level III	Level IV
3	218-237	238-245	246-254	255-276
4	221-239	240-246	247-257	258-285
5	221-242	243-249	250-259	260-295
6	228-246	247-253	254-264	265-296
7	231-249	250-257	258-266	267-307
8	235-253	254-260	261-271	272-310

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Reading

Achievement Levels	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
	1998	8.6	7.9	6.1	7.3	7.4	3.4
	1999	6.9	7.4	5.0	5.9	5.2	3.2
	2000	6.2	7.0	4.4	6.9	5.3	2.9
	2001	5.7	6.1	3.4	6.0	5.0	2.3
	2002	4.2	4.7	2.7	4.1	4.3	1.9
	2003*	3.9	4.2	1.8	3.8	3.4	2.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
	1998	19.8	21.2	18.8	22.7	21.4	17.2
	1999	19.5	21.2	19.3	21.8	18.2	16.9
	2000	19.4	21.0	16.6	23.6	18.2	14.6
	2001	17.9	19.4	13.9	23.4	19.7	14.3
	2002	16.0	18.2	12.8	21.9	19.2	12.9
	2003*	13.5	12.0	9.5	14.6	11.3	9.9
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	36.4	43.6
	1998	36.3	41.5	40.4	39.3	39.0	43.7
	1999	36.7	43.8	43.1	39.6	41.2	43.1
	2000	38.0	42.3	41.0	36.6	39.4	43.8
	2001	38.4	43.2	43.2	37.7	37.5	43.9
	2002	38.8	44.7	44.5	39.6	38.5	44.7
	2003*	37.1	41.9	45.0	51.6	40.9	41.7
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4
	1998	35.3	29.4	34.8	30.7	32.2	35.8
	1999	36.9	27.6	32.7	32.7	35.4	36.8
	2000	36.4	29.7	38.1	32.9	37.1	38.6
	2001	38.0	31.3	39.4	32.9	37.8	39.5
	2002	41.0	32.4	40.0	34.5	38.1	40.5
	2003*	45.5	41.8	43.7	29.9	44.4	46.0

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.
Percents are rounded to the nearest tenth; due to rounding, data many not sum to 100.0 percent.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 8. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Mathematics

Achievement Levels	*Year*	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
	1999	6.3	2.9	3.8	4.3	3.9	5.4
	2000	5.6	2.1	3.8	4.1	4.5	4.8
	2001*	4.2	1.2	2.2	3.3	3.2	5.3
	2002	3.2	0.9	1.7	2.2	2.7	4.2
	2003	1.1	0.7	1.1	1.7	2.9	4.5
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
	1999	23.7	14.4	13.7	14.6	13.6	17.0
	2000	22.6	13.4	13.3	14.9	14.8	14.6
	2001*	22.2	12.0	11.2	13.8	15.5	15.2
	2002	19.5	10.2	9.8	11.4	14.0	13.5
	2003	10.0	4.5	6.4	8.2	13.3	11.3
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
	1999	40.2	43.0	35.5	39.8	37.4	37.9
	2000	40.0	43.7	34.3	38.1	35.1	36.5
	2001*	43.3	46.7	36.6	40.5	33.3	36.8
	2002	43.1	45.9	35.3	39.2	32.4	35.7
	2003	45.9	35.6	30.7	34.5	31.1	34.1
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7
	1999	29.8	39.6	46.9	41.3	45.0	39.7
	2000	31.8	40.8	48.6	42.9	45.6	44.1
	2001*	30.3	40.0	50.1	42.4	48.0	42.7
	2002	34.2	43.0	53.2	47.2	50.9	46.6
	2003	42.9	59.1	61.8	55.6	52.7	50.1

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Percents are rounded to the nearest tenth; due to rounding, data may not sum to 100.0 percent.

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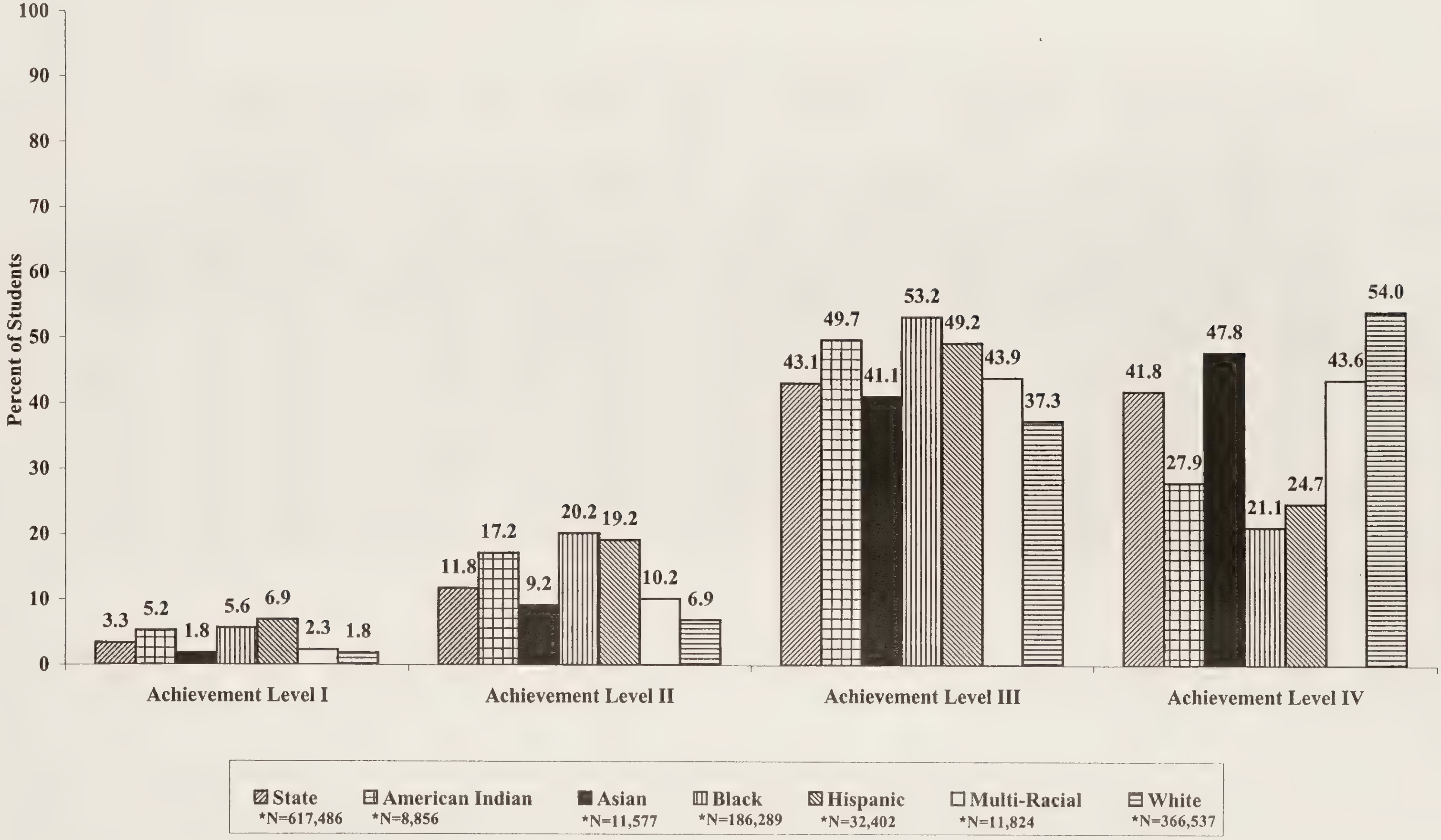
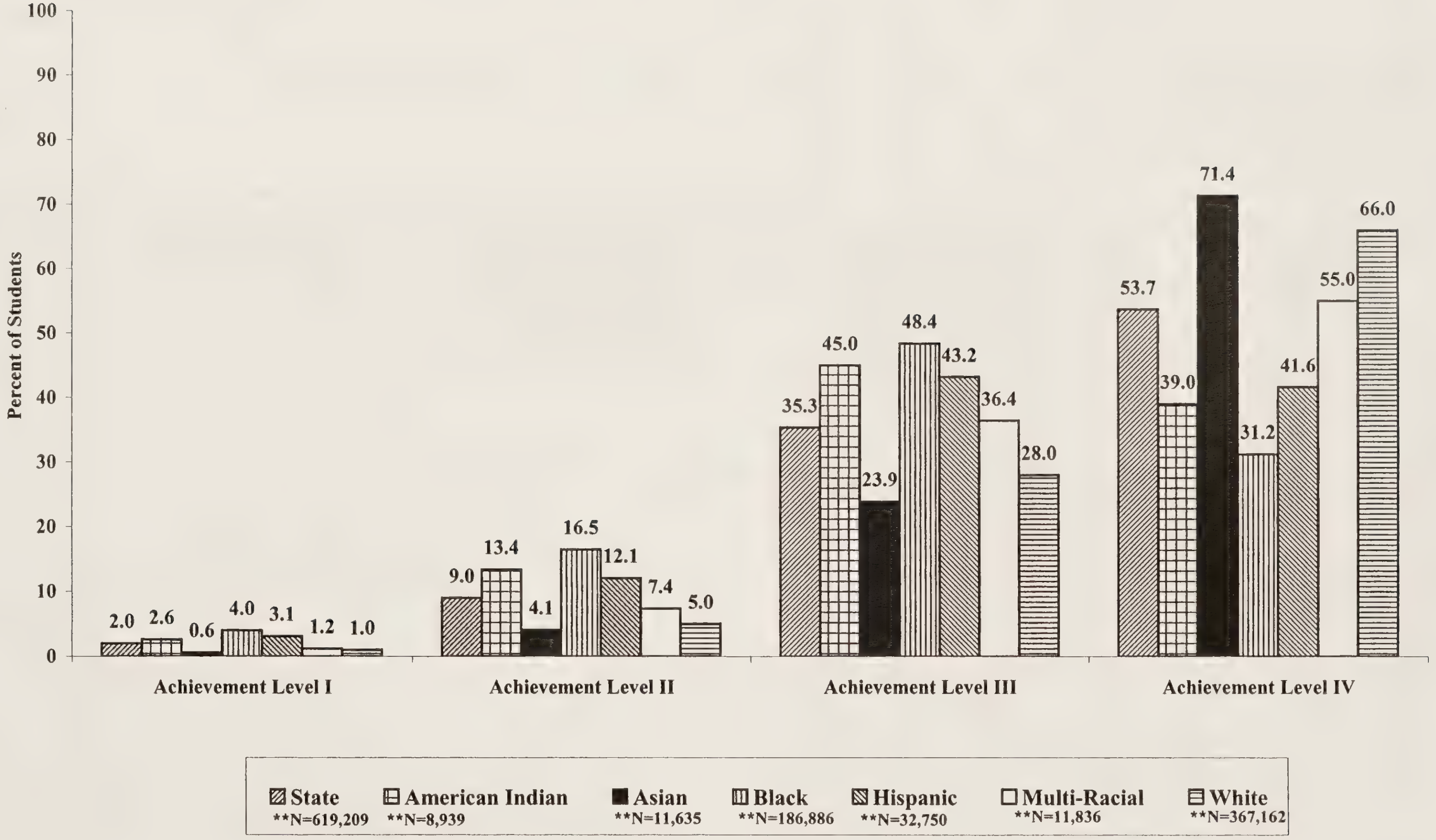
P[illegible]d by th[illegible] DPI Di[illegible]. of Ac[illegible]ability [illegible]ces/No[illegible]rolina [illegible]g Prog

Figure 1. 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Ethnicity



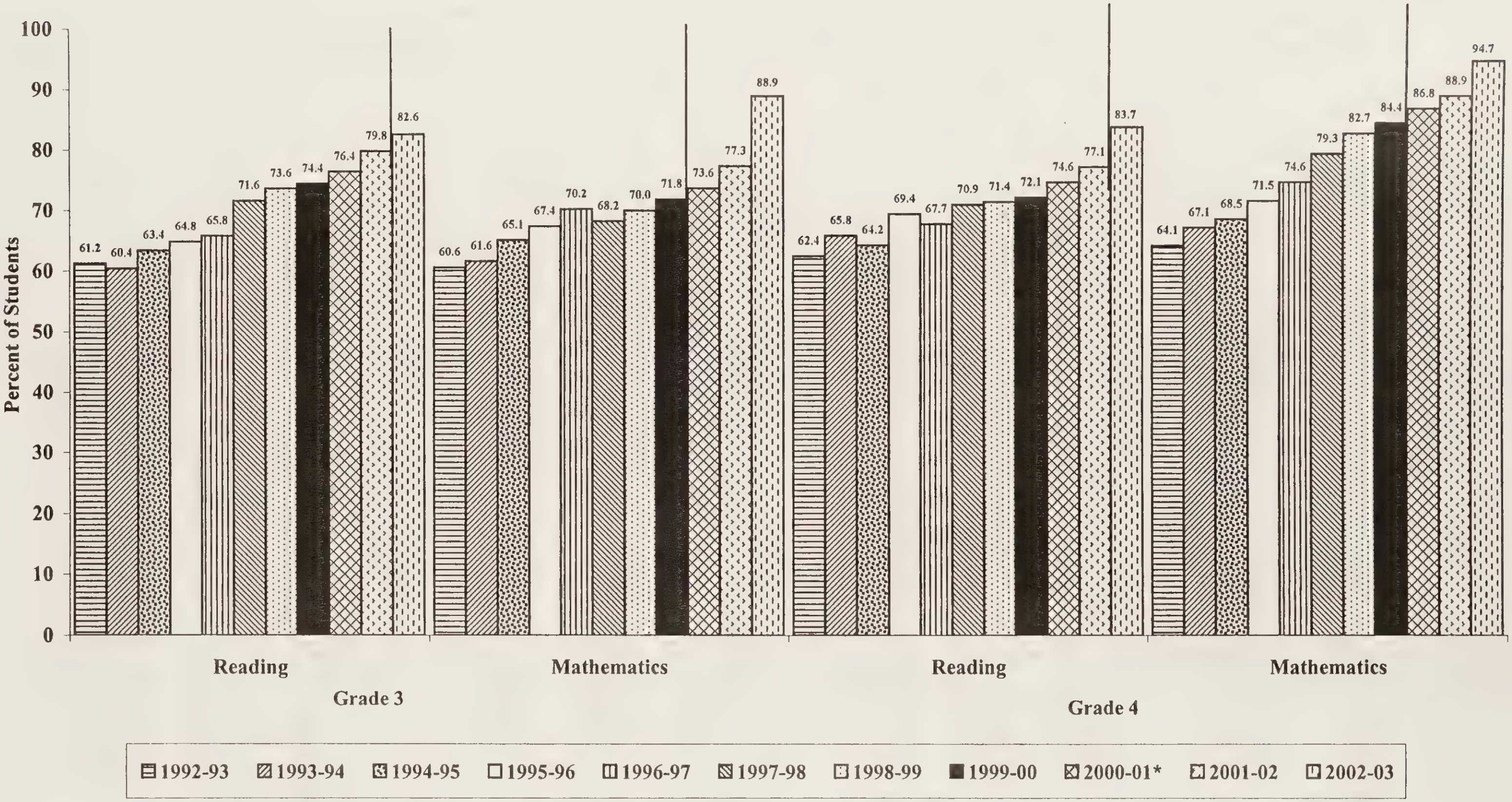
Notes: *N counts equal the number of students tested in reading.
"N" for the ethnicity categories do not sum to the "N" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Section.

Figure 2. 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics* Grades 3-8 Combined, by Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested in mathematics.
"N" for the ethnicity categories do not sum to the "N" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Section.

Figure 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading and Mathematics,*
Grades 3-8



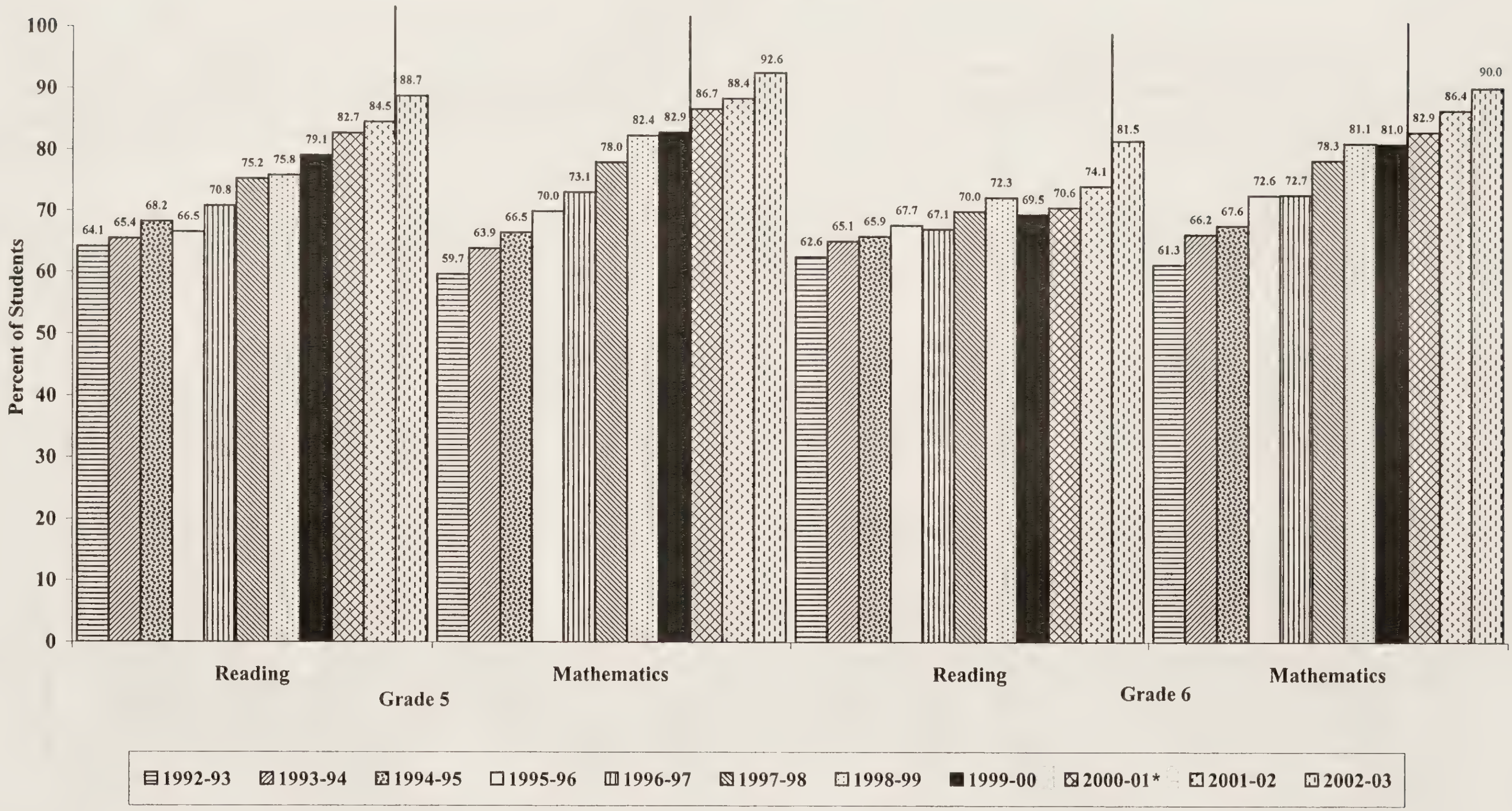
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The bold vertical lines indicate that prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data and that prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Reading and Mathematics,* Grades 3-8 (continued)



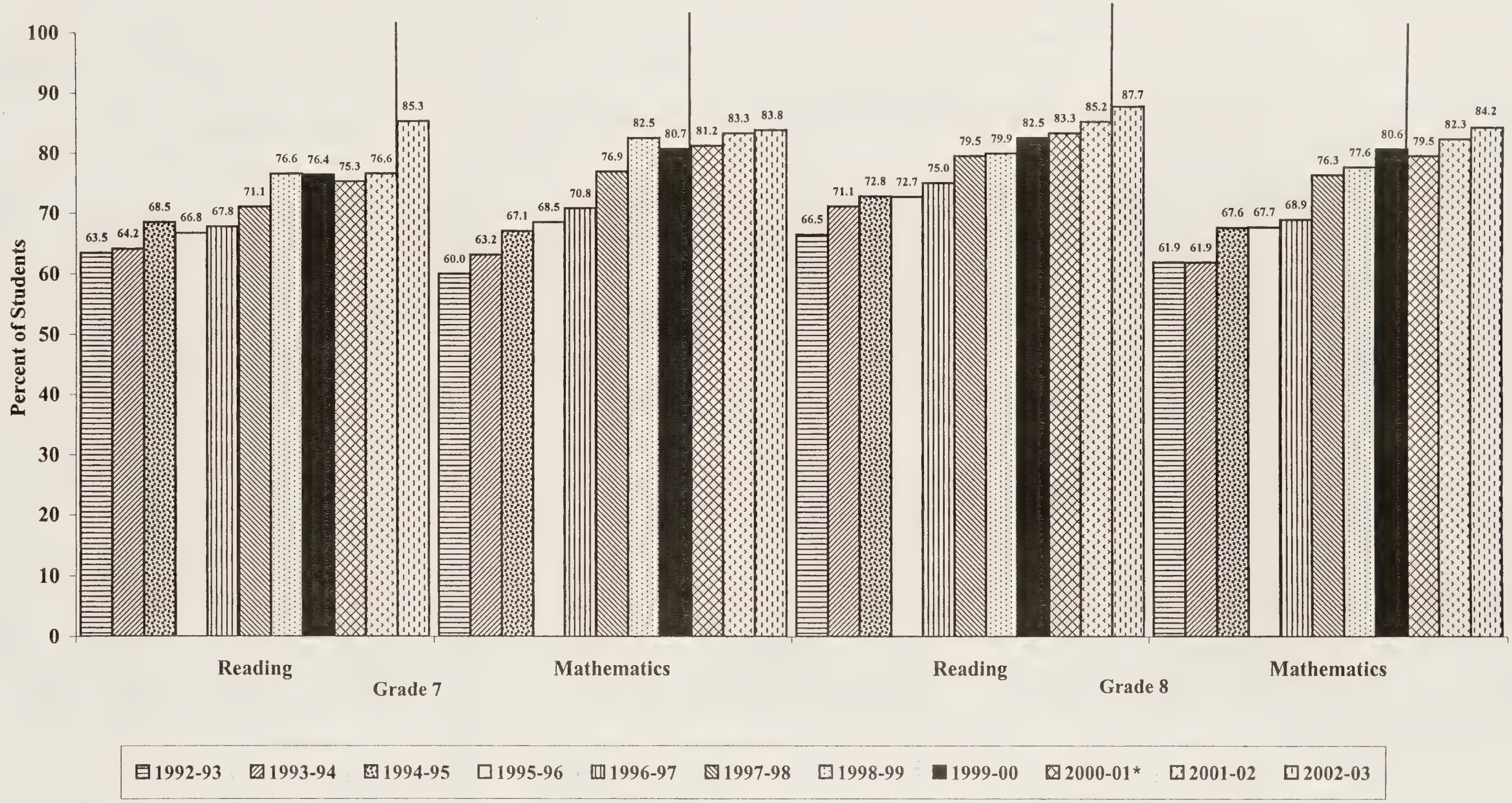
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The bold vertical lines indicate that prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data and that prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 3. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Reading and Mathematics,* Grades 3-8 (continued)



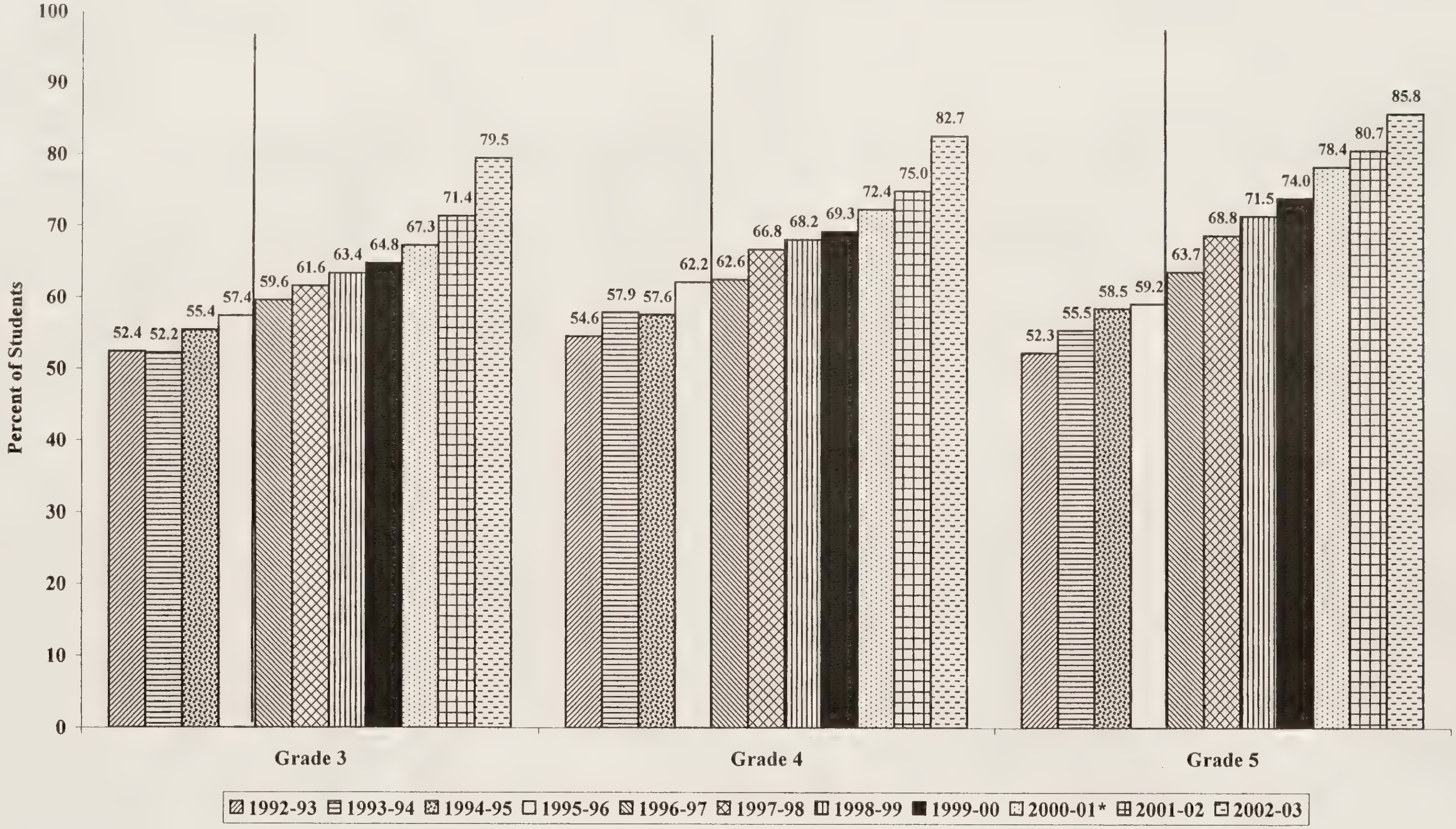
Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The bold vertical lines indicate that prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data and that prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 4. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics*
Grades 3-8



Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

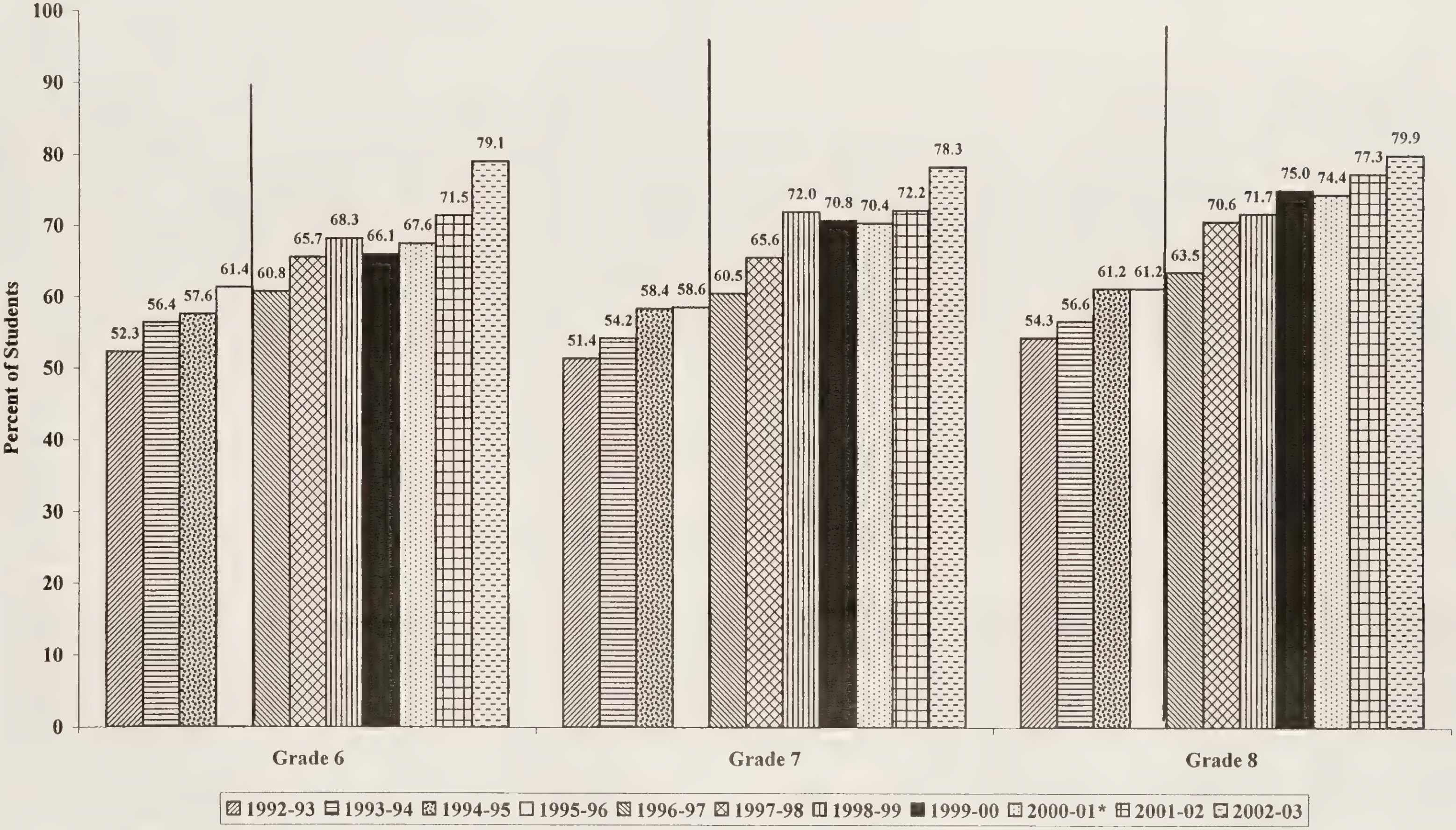
The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs or charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 4. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grades 3-8 (continued)



Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

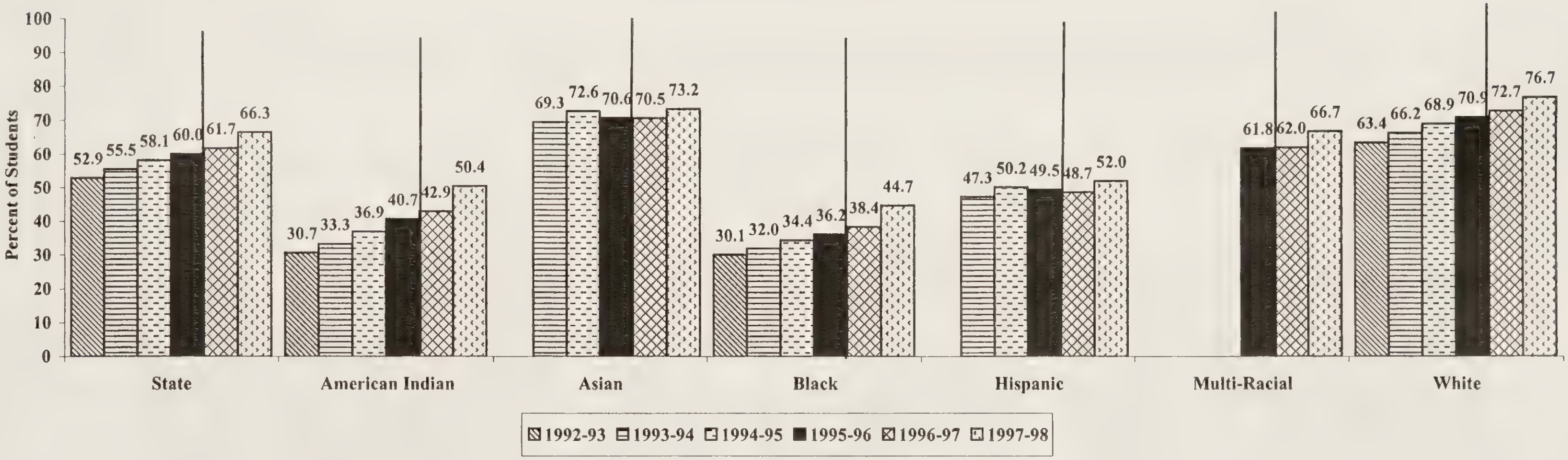
The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs or charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grades 3-8, by Ethnicity



1992-93							
N Tested	501,802	8,947	**	147,402	**	**	332,672
N Level III, IV	265,286	2,750	**	44,392	**	**	210,998
1993-94							
N Tested	510,328	8,421	5,118	149,115	5,908	**	338,534
N Level III, IV	283,042	2,803	3,545	47,760	2,794	**	224,227
1994-95							
N Tested	518,053	8,954	5,612	150,144	6,903	**	342,029
N Level III, IV	300,911	3,306	4,076	51,712	3,462	**	235,720
1995-96							
N Tested	528,218	8,426	6,365	150,989	8,126	4,971	346,292
N Level III, IV	316,804	3,429	4,493	54,586	4,019	3,074	245,429
1996-97							
N Tested	544,759	7,901	7,680	158,119	10,540	3,106	356,357
N Level III, IV	336,385	3,389	5,414	60,724	5,137	1,925	259,161
1997-98							
N Tested	553,045	8,020	8,267	161,312	12,391	3,513	359,373
N Level III, IV	366,733	4,043	6,055	72,124	6,445	2,343	275,652

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

"N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics, or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

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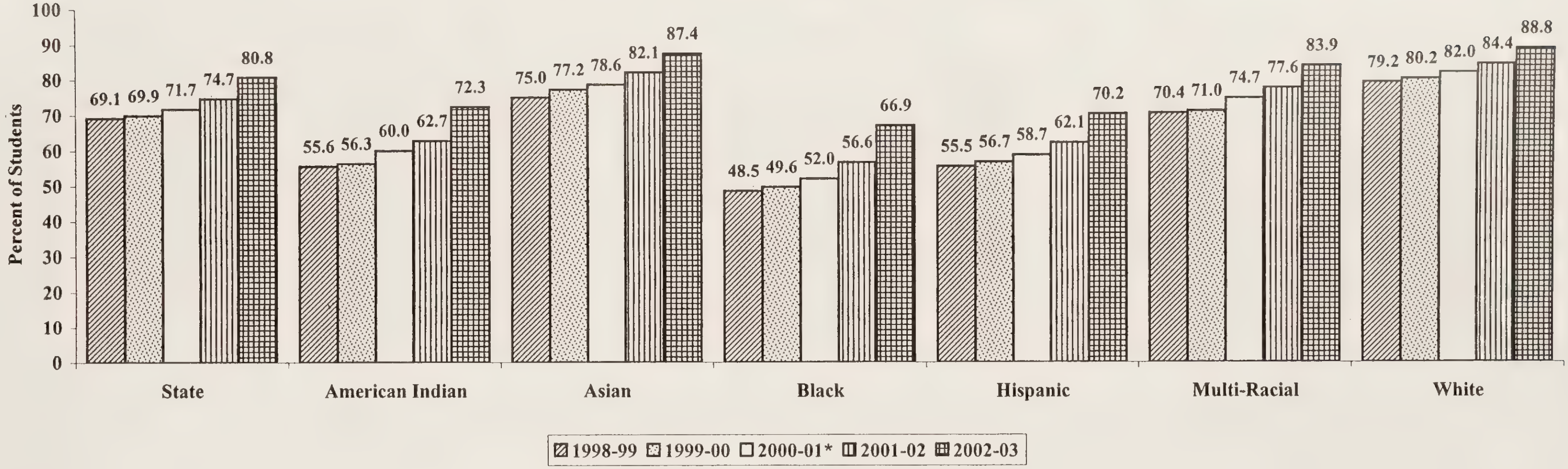
Figure 5. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grades 3-8, by Ethnicity (continued)



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	567,226	8,096	9,063	166,403	14,746	4,951	363,775
N Level III, IV	391,870	4,504	6,795	80,745	8,185	3,487	288,048
1999-00							
N Tested	577,793	8,268	9,633	170,774	17,520	6,549	364,905
N Level III, IV	404,016	4,656	7,435	84,693	9,929	4,650	292,587
2000-01							
N Tested	588,824	8,369	10,289	175,357	21,685	8,051	364,912
N Level III, IV	422,221	5,023	8,088	91,140	12,738	6,013	299,126
2001-02							
N Tested	596,624	8,400	10,743	177,972	25,969	9,863	363,574
N Level III, IV	445,467	5,269	8,822	100,693	16,135	7,649	306,844
2002-03							
N Tested	615,635	8,833	11,547	185,624	32,296	11,778	365,556
N Level III, IV	497,725	6,386	10,089	124,247	22,670	9,884	324,449

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics, or taking the alternate assessments.

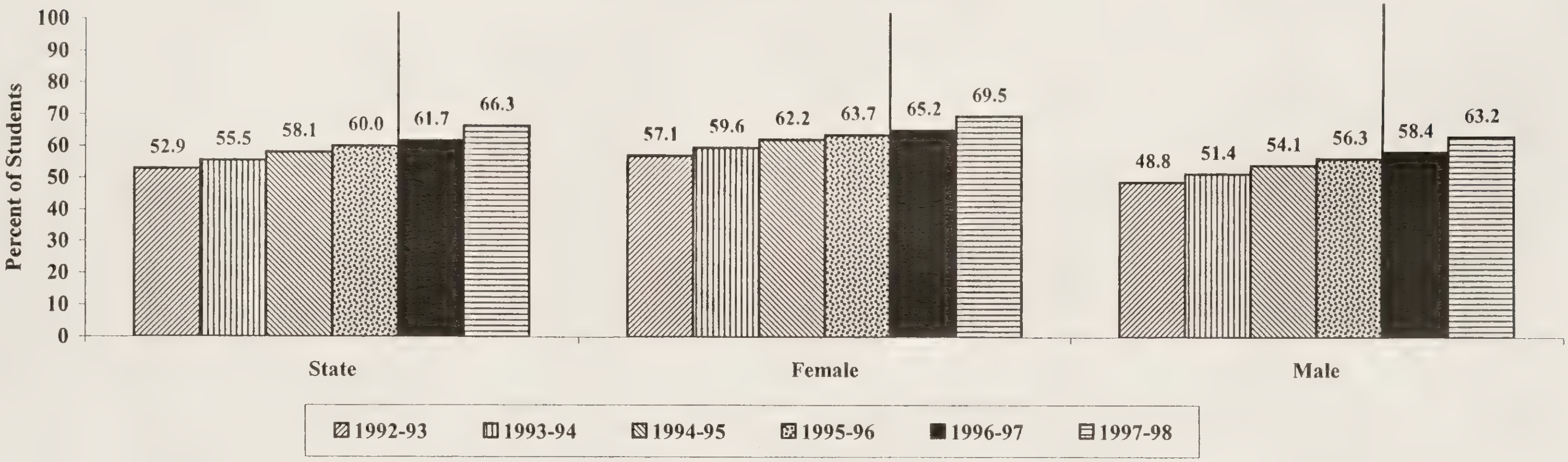
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 6. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,*
Grades 3-8 Combined, by Gender



1992-93			
N Tested	501,802	246,624	254,248
N Level III, IV	265,286	140,723	124,115
1993-94			
N Tested	510,328	251,257	258,999
N Level III, IV	283,042	149,791	133,211
1994-95			
N Tested	518,053	255,145	262,613
N Level III, IV	300,911	158,600	142,141
1995-96			
N Tested	528,218	260,429	267,572
N Level III, IV	316,804	165,988	150,690
1996-97			
N Tested	544,759	268,661	275,967
N Level III, IV	336,385	175,154	161,165
1997-98			
N Tested	553,045	273,634	279,391
N Level III, IV	366,733	190,175	176,554

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therfore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

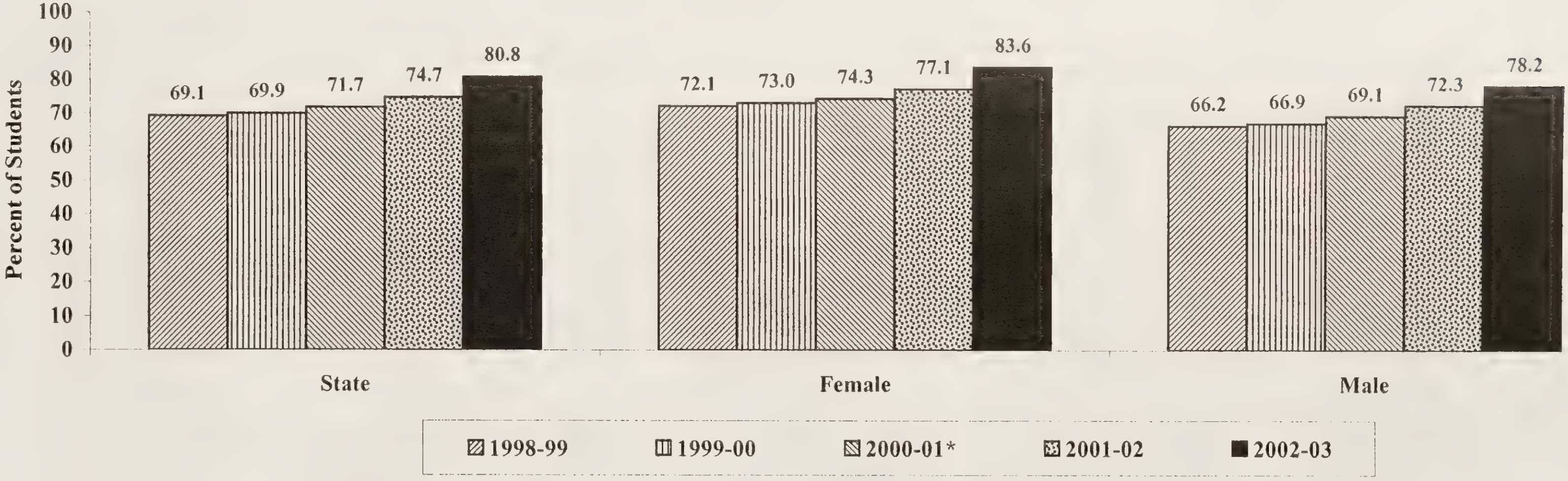
Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data for 1992-93, 1993-94, and 1994-95 have been updated to include data received after previous publication and to correct programming errors that incorrectly classified missing scores.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Divison of Accountability Services/North Carolina Testing Program.

Figure 6. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,*
Grades 3-8 Combined, by Gender (continued)



	State	Female	Male
1998-99			
N Tested	567,226	280,642	286,542
N Level III, IV	391,870	202,277	189,572
1999-00			
N Tested	577,793	286,136	291,637
N Level III, IV	404,016	208,967	195,037
2000-01*			
N Tested	588,824	292,082	296,739
N Level III, IV	422,221	217,086	205,133
2001-02			
N Tested	596,624	295,989	300,627
N Level III, IV	445,467	228,120	217,342
2002-03			
N Tested	615,635	302,880	312,754
N Level III, IV	497,725	253,080	244,645

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

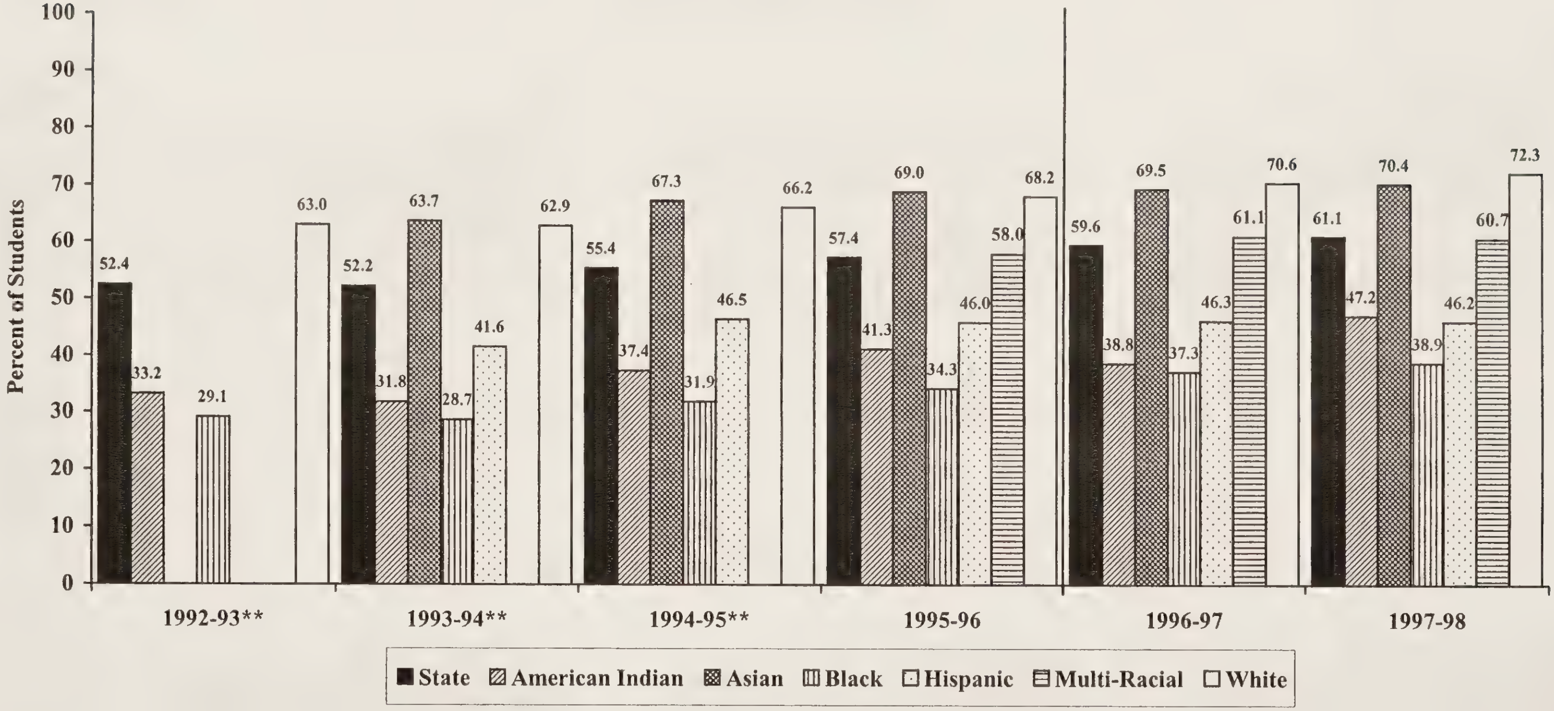
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7a. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 3, by Ethnicity



	1992-93**	1993-94**	1994-95**	1995-96	1996-97	1997-98
N Tested	85,126	88,159	88,573	90,470	95,114	98,187
N Level III, IV	44,620	46,021	49,108	51,903	56,662	59,952

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning the the 2000-01 school year.

**Results for the Asian and Hispanic categories were not reported in 1992-93 . Results for the Multi-Racial categories were not reported in 1992-93, 1993-94, and 1994-95.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical line indicates the beginning of the ABC's K-8 accountability model.

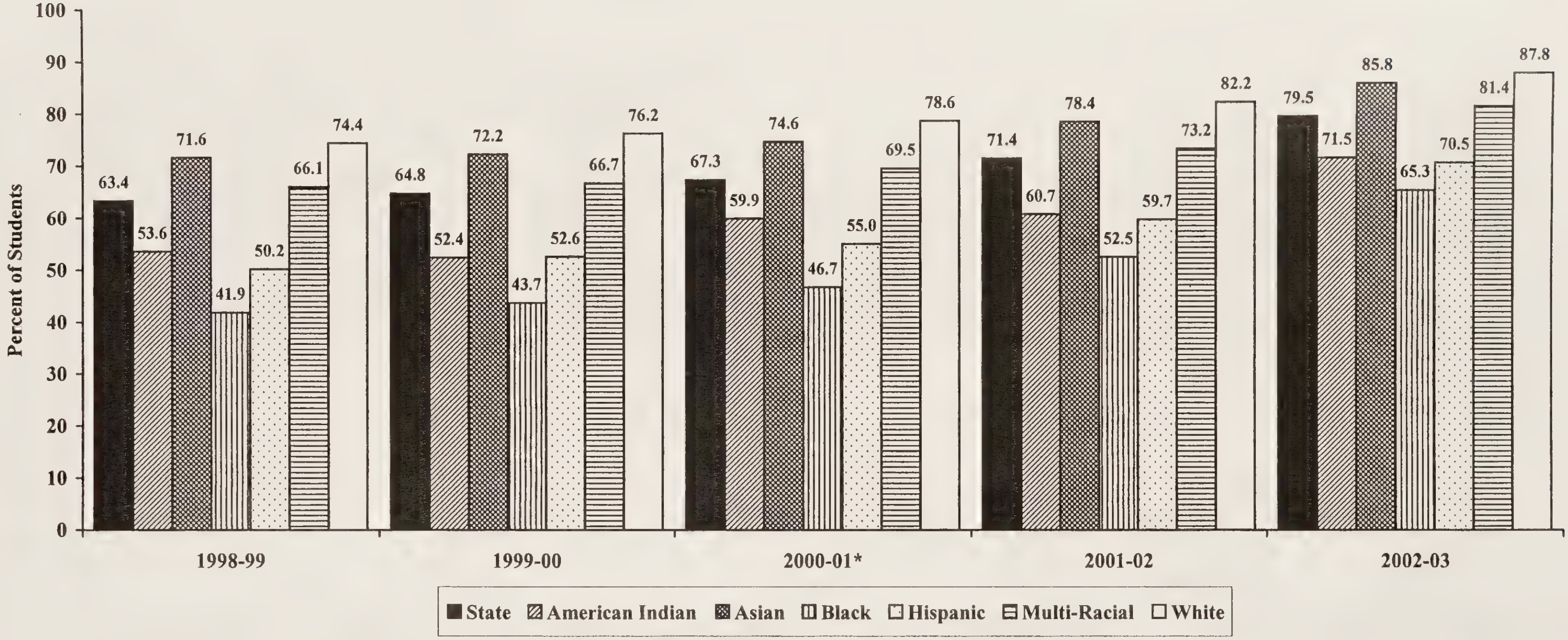
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7a. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 3, by Ethnicity (continued)



	1998-99	1999-00	2000-01*	2001-02	2002-03
N Tested	100,215	100,692	101,228	99,786	101,996
N Level III, IV	63,530	65,279	68,109	71,247	81,042

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

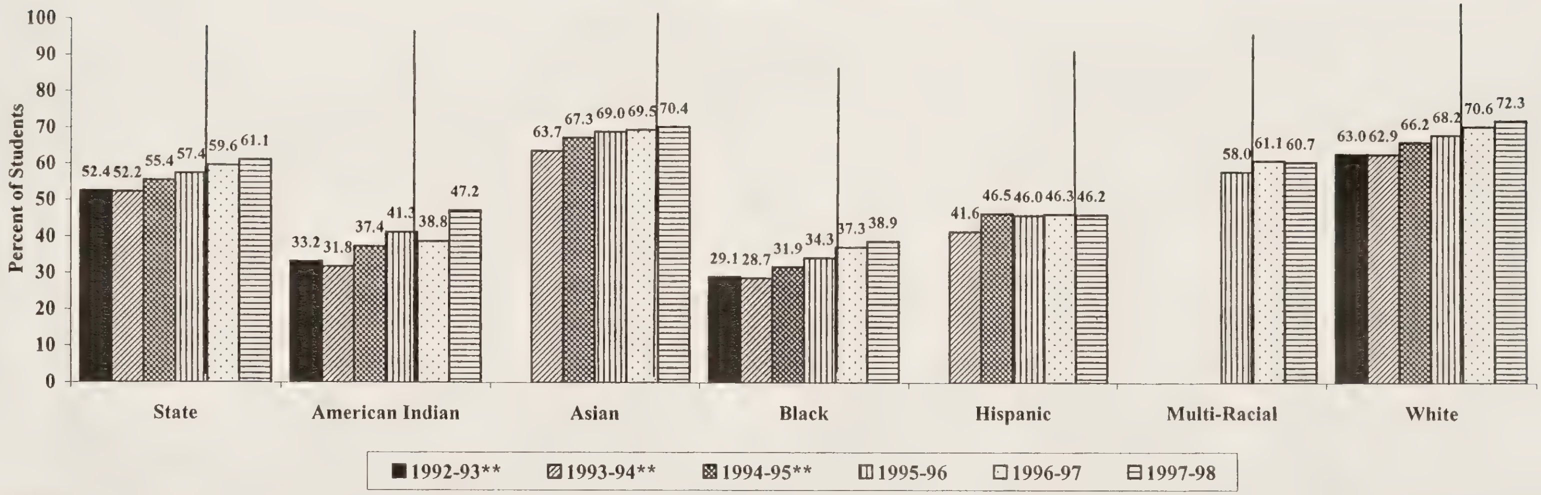
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7b. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grade 3 Across Years, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1992-93							
N Tested	85,126	1,348	*	24,701	*	*	56,943
N Level III, IV	44,620	447	*	7,198	*	*	35,853
1993-94							
N Tested	88,159	1,231	842	25,752	1,150	*	58,763
N Level III, IV	46,021	391	536	7,382	478	*	36,967
1994-95							
N Tested	88,573	1,354	956	25,863	1,218	*	58,593
N Level III, IV	49,108	506	643	8,252	566	*	38,798
1995-96							
N Tested	90,470	1,384	975	26,615	1,488	645	58,980
N Level III, IV	51,903	572	673	9,126	658	374	40,244
1996-97							
N Tested	95,114	1,328	1,294	28,456	2,005	573	61,243
N Level III, IV	56,662	515	899	10,609	928	350	43,234
1997-98							
N Tested	98,187	1,419	1,413	28,847	2,419	792	62,275
N Level III, IV	59,952	670	995	11,625	1,118	481	45,055

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Results for Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student sheets, therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathermatics or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

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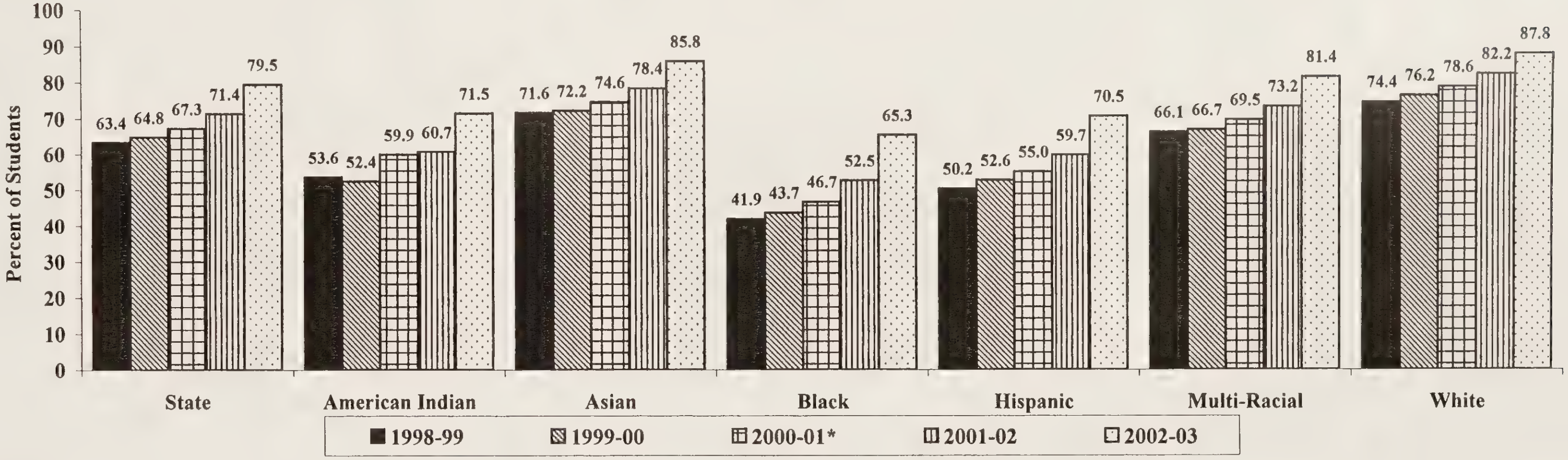
Figure 7b. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 3 Across Years, by Ethnicity (continued)



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	100,215	1,460	1,593	30,419	2,929	1,217	62,566
N Level III, IV	63,530	782	1,141	12,760	1,469	805	46,557
1999-00							
N Tested	100,692	1,501	1,625	30,809	3,550	1,612	61,562
N Level III, IV	65,279	786	1,173	13,460	1,869	1,075	46,899
2000-01							
N Tested	101,228	1,498	1,807	31,060	4,512	1,810	60,508
N Level III, IV	68,109	898	1,348	14,512	2,482	1,258	47,586
2001-02							
N Tested	99,786	1,468	1,842	30,491	5,184	2,162	58,631
N Level III, IV	71,247	891	1,445	16,023	3,095	1,582	48,204
2002-03							
N Tested	101,996	1,532	1,994	30,720	6,472	2,499	58,778
N Level III, IV	81,042	1,095	1,711	20,055	4,563	2,033	51,585

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student sheets, therefore, some students are in the state data only. The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathermatics or taking the alternate assessments.

Data for Asian and Hispanic subgroups in 1999-00 have been updated due to the correction of some ethnicity miscodings.

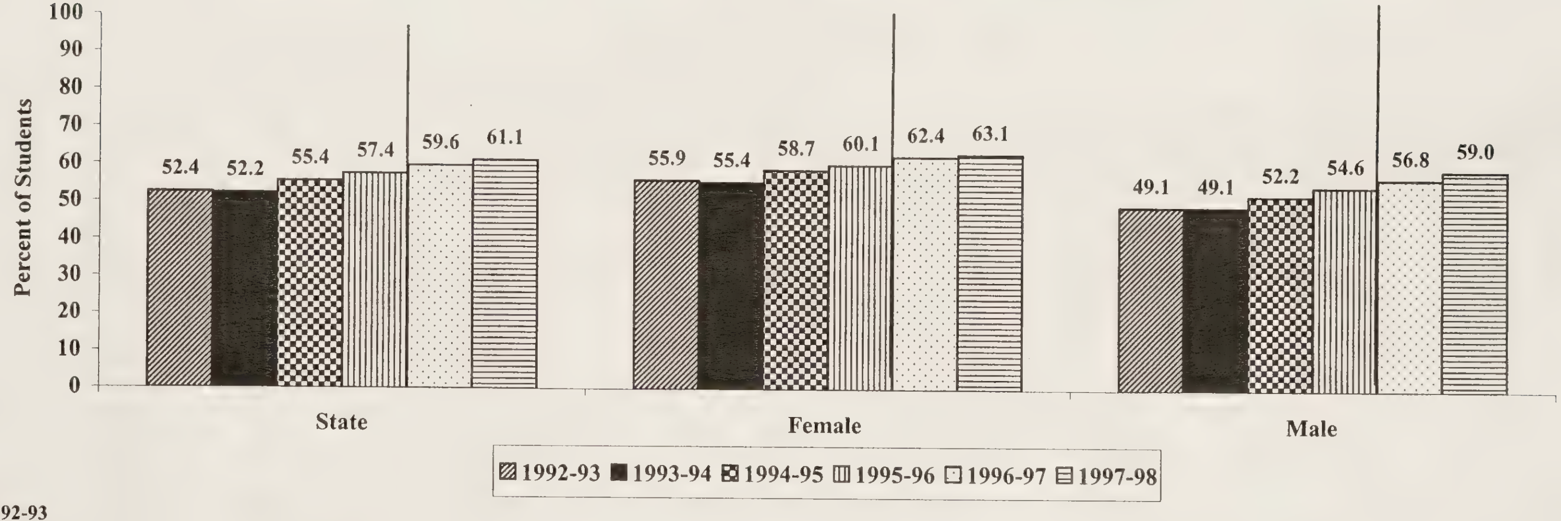
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7c. 1992-93 to 2002-03 End-of Grade Multiple-Choice Test Results Percent of Students At or Above Level III inBoth Reading and Mathematics* Grade 3, by Gender



	State	Female	Male
1992-93			
N Tested	85,126	41,704	43,184
N Level III, IV	44,620	23,318	21,193
1993-94			
N Tested	88,159	43,272	44,866
N Level III, IV	46,021	23,963	22,045
1994-95			
N Tested	88,573	43,576	44,904
N Level III, IV	49,108	25,598	23,459
1995-96			
N Tested	90,470	44,723	45,700
N Level III, IV	51,903	26,899	24,970
1996-97			
N Tested	95,114	47,058	48,010
N Level III, IV	56,662	29,353	27,286
1997-98			
N Tested	98,187	49,024	49,153
N Level III, IV	59,952	30,928	29,021

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data.

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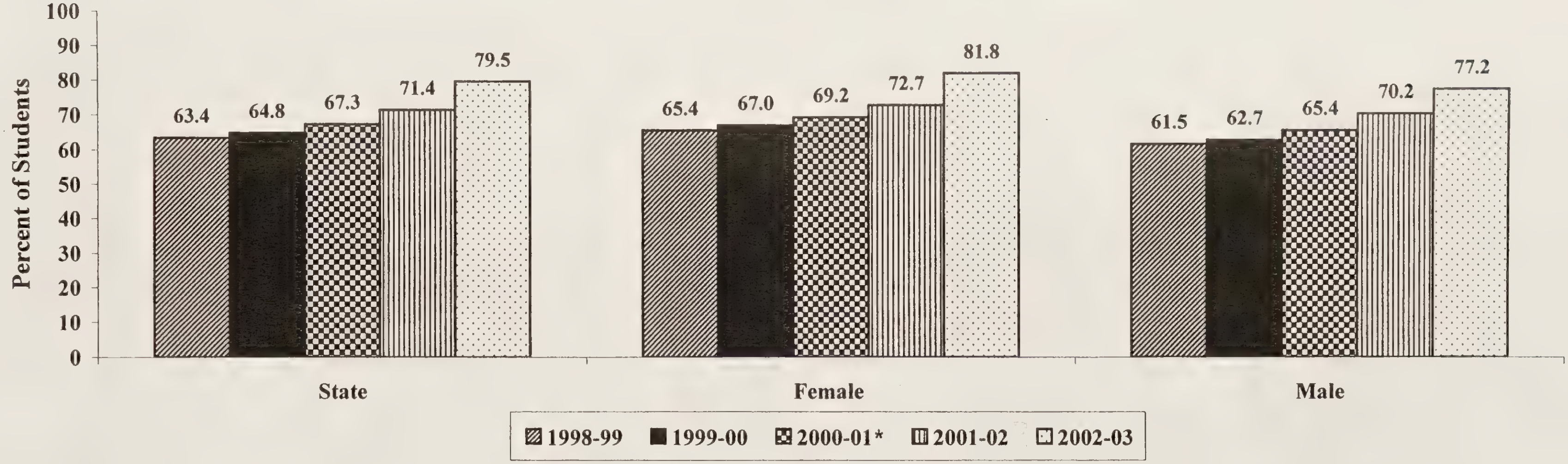
Figure 7c. 1992-93 to 2002-03 End-of Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 3, by Gender (continued)



	State	Female	Male
1998-99			
N Tested	100,215	49,033	51,174
N Level III, IV	63,530	32,079	31,449
1999-2000			
N Tested	100,692	49,603	51,084
N Level III, IV	65,279	33,227	32,049
2000-01*			
N Tested	101,228	50,019	51,209
N Level III, IV	68,109	34,601	33,508
2001-02			
N Tested	99,786	49,371	50,415
N Level III, IV	71,247	35,876	35,371
2002-03			
N Tested	101,996	49,992	52,003
N Level III, IV	81,042	40,915	40,127

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

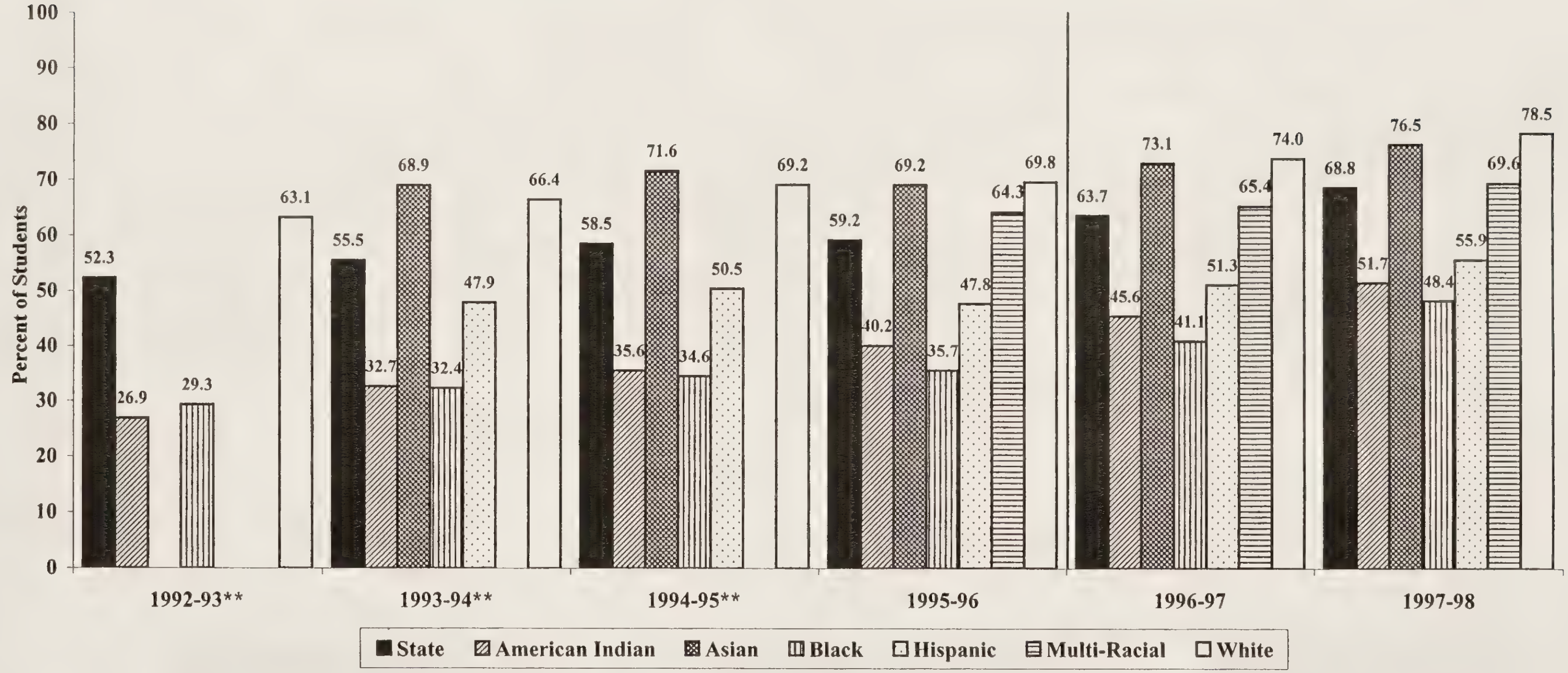
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 8a. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grade 5, by Ethnicity



	1992-93**	1993-94**	1994-95**	1995-96	1996-97	1997-98
N Tested	85,105	85,173	86,001	89,120	90,539	91,380
N Level III, IV	44,532	47,301	50,291	52,777	57,651	62,831

Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Results for Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

The bold vertical line indicates the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all reading end-of-grade data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

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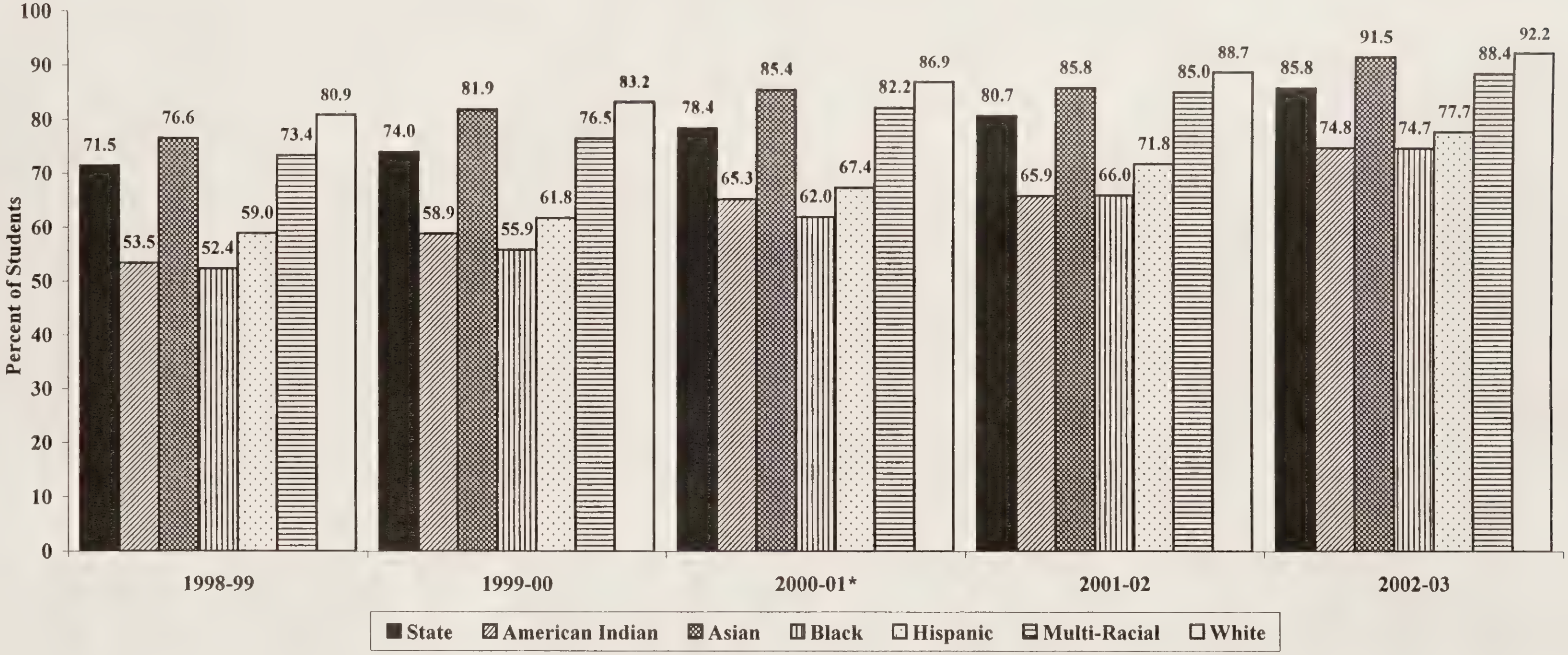
Figure 8a. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 5, by Ethnicity (continued)



	1998-99	1999-00	2000-01*	2001-02	2002-03
N Tested	94,563	97,707	99,158	99,877	102,881
N Level III, IV	67,608	72,341	77,787	80,595	88,225

Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

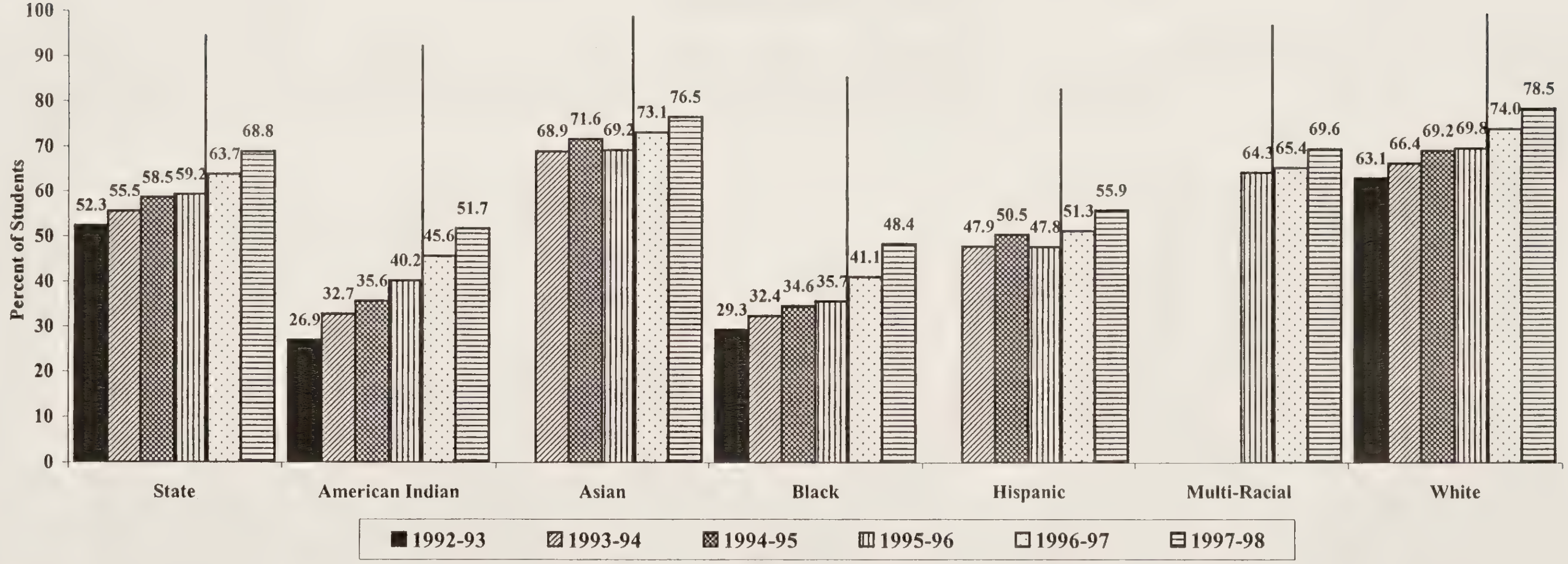
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The percent proficient in 2000-01 for Asian subgroup has changed to correct a rounding error.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 8b. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grade 5 Across Years, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1992-93							
N Tested	85,105	1,495	**	25,036	**	**	56,296
N Level III, IV	44,532	402	**	7,334	**	**	35,516
1993-94							
N Tested	85,173	1,377	871	25,114	1,048	**	56,330
N Level III, IV	47,301	450	600	8,126	502	**	37,382
1994-95							
N Tested	86,001	1,459	912	24,493	1,191	**	57,206
N Level III, IV	50,291	519	653	8,468	602	**	39,585
1995-96							
N Tested	89,120	1,307	1,098	25,366	1,392	809	58,757
N Level III, IV	52,777	526	760	9,067	666	520	41,000
1996-97							
N Tested	90,539	1,287	1,321	25,836	1,759	517	59,674
N Level III, IV	57,651	587	966	10,623	903	338	44,146
1997-98							
N Tested	91,380	1,383	1,300	26,374	2,144	612	59,536
N Level III, IV	62,831	715	994	12,756	1,198	426	46,732

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Results for the Asian and Hispanic categories were not reported in 1992-93. Results for Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV' for the state because ethnicity was not coded on some student answer sheets; therefore, some students are in the st

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The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

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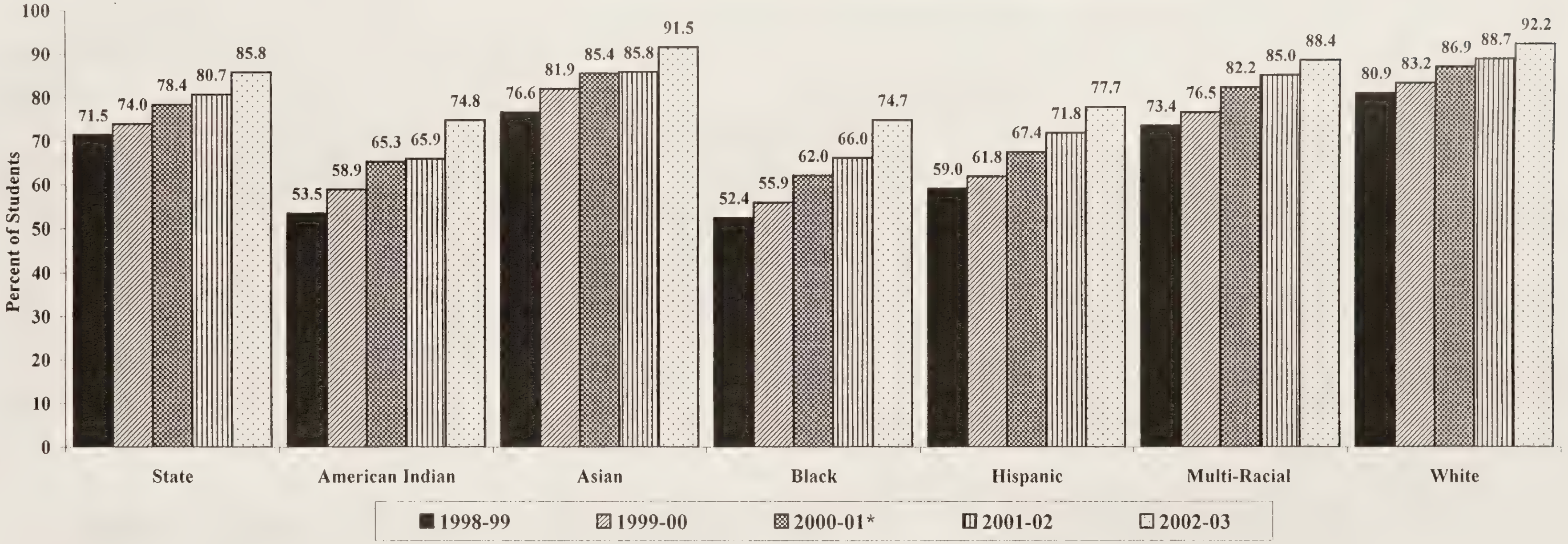
Figure 8b. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics* Grade 5 Across Years, by Ethnicity (continued)



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	94,563	1,307	1,519	27,532	2,537	862	60,774
N Level III, IV	67,608	699	1,163	14,429	1,496	633	49,165
1999-2000							
N Tested	97,707	1,344	1,633	28,968	3,002	1,066	61,674
N Level III, IV	72,341	792	1,337	16,196	1,854	816	51,335
2000-01*							
N Tested	99,158	1,385	1,752	29,287	3,625	1,381	61,701
N Level III, IV	77,787	905	1,497	18,171	2,445	1,135	53,613
2001-02							
N Tested	99,877	1,432	1,760	29,840	4,438	1,731	60,663
N Level III, IV	80,595	943	1,510	19,683	3,185	1,471	53,795
2002-03							
N Tested	102,881	1,562	1,935	31,147	5,621	2,018	60,598
N Level III, IV	88,225	1,169	1,771	23,278	4,367	1,783	55,857

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV' for the state because ethnicity was not coded on some student answer sheets; therefore, some students are in the state data only

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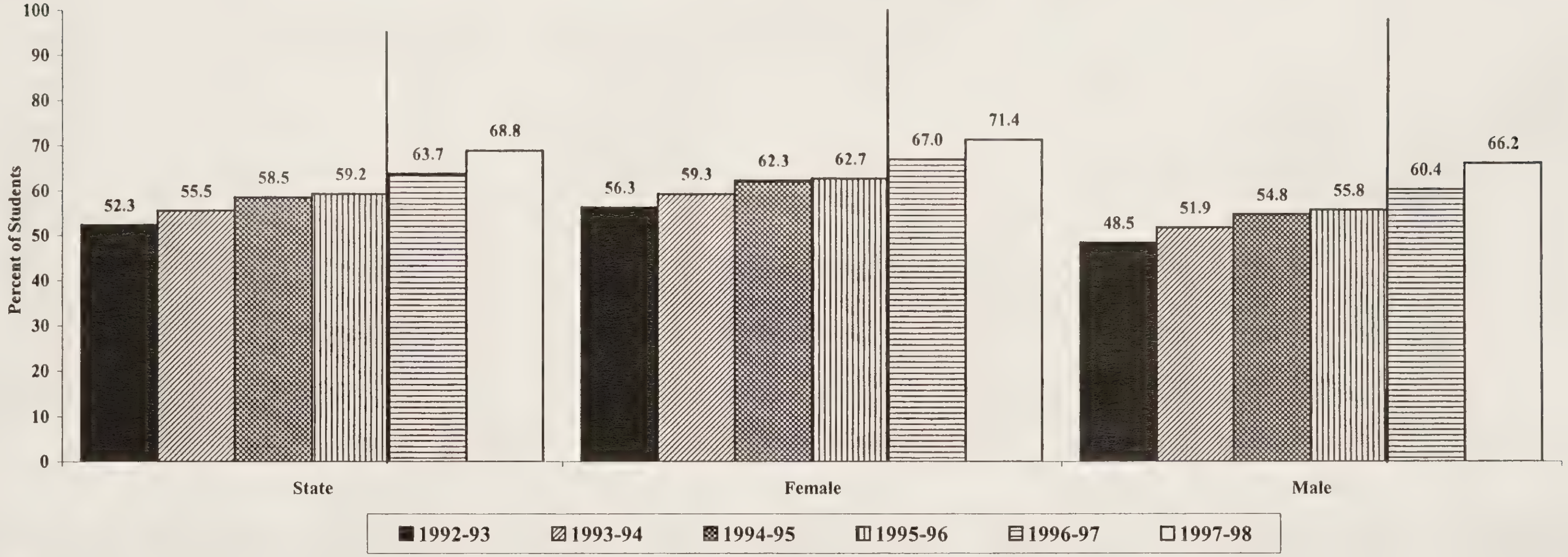
Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310; this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 8c. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III inBoth Reading and Mathematics* Grade 5, by Gender



	State	Female	Male
1992-93			
N Tested	85,105	41,666	43,264
N Level III, IV	44,532	23,452	20,982
1993-94			
N Tested	85,173	41,927	43,240
N Level III, IV	47,301	24,859	22,439
1994-95			
N Tested	86,001	42,396	43,553
N Level III, IV	50,291	26,398	23,852
1995-96			
N Tested	89,120	43,862	45,222
N Level III, IV	52,777	27,504	25,256
1996-97			
N Tested	90,539	44,605	45,913
N Level III, IV	57,651	29,886	27,753
1997-98			
N Tested	91,380	45,361	46,016
N Level III, IV	62,831	32,382	30,448

Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV' for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

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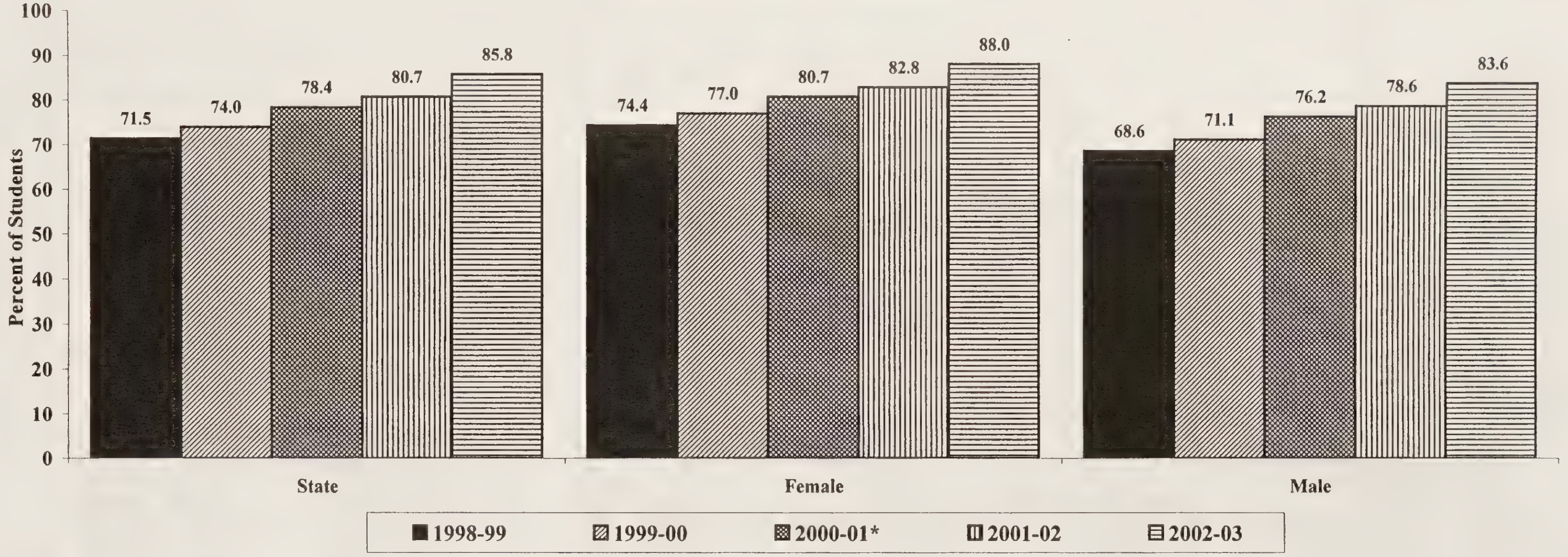
Figure 8c. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 5, by Gender (continued)



	State	Female	Male
1998-99			
N Tested	94,563	47,075	47,473
N Level III, IV	67,608	35,015	32,585
1999-2000			
N Tested	97,707	48,890	48,812
N Level III, IV	72,341	37,625	34,714
2000-01*			
N Tested	99,158	48,885	50,273
N Level III, IV	77,787	39,461	38,326
2001-02			
N Tested	99,877	49,589	50,285
N Level III, IV	80,595	41,072	39,522
2002-03			
N Tested	102,881	50,832	52,049
N Level III, IV	88,225	44,721	43,504

Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV' for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

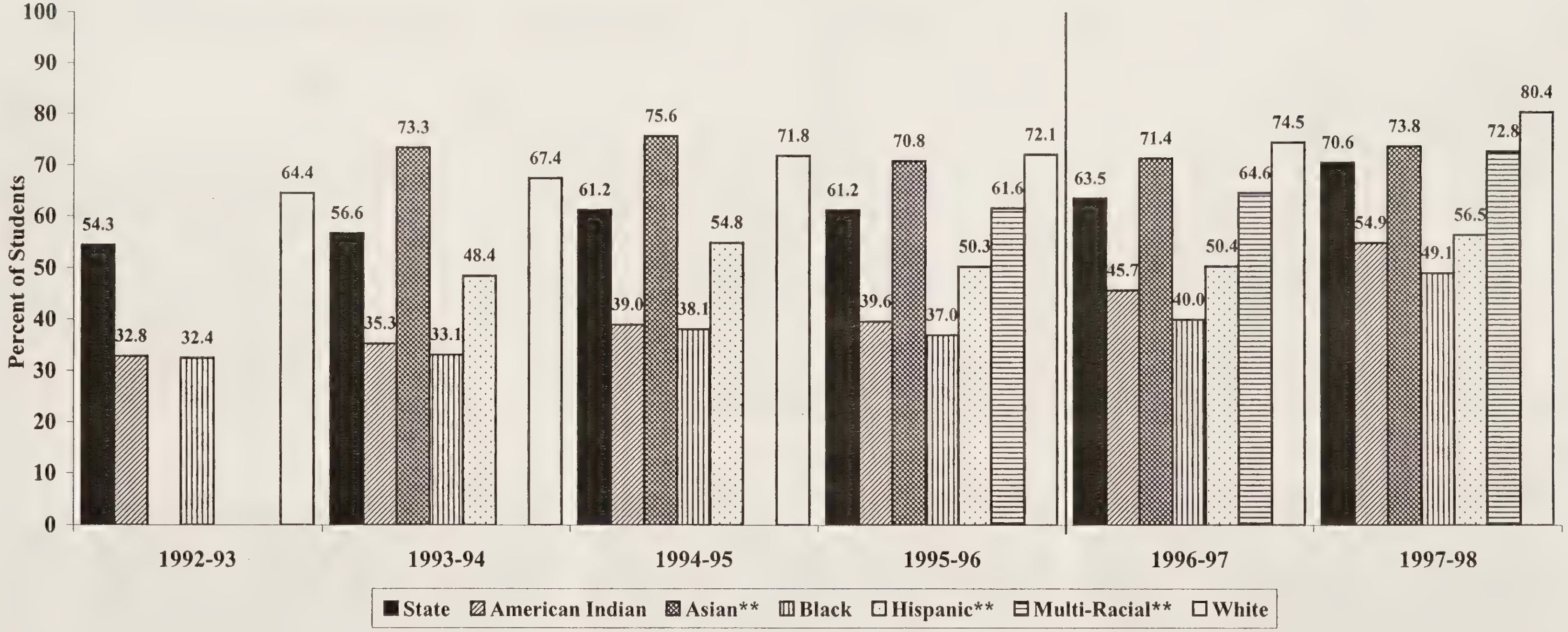
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 9a. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 8, by Ethnicity



N Tested	80,004	82,178	83,229	85,451	87,018	87,476
N Level III, IV	43,405	46,549	50,947	52,292	55,277	61,476

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Results for the Asian and Hispanic categories were not reported in 1992-93. Results for the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical line indicates the beginning of the ABC's K-8 acountability model.

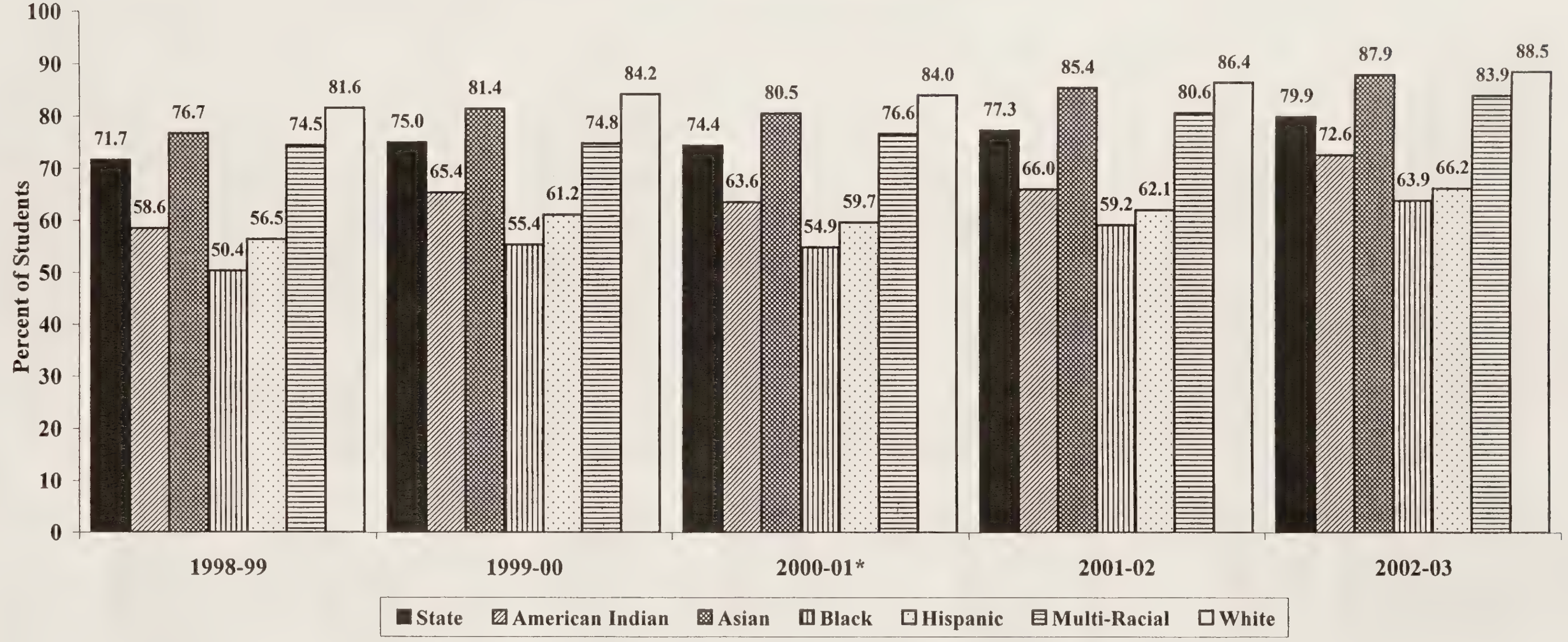
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 9a. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 8, by Ethnicity (continued)



	1998-99	1999-00	2000-01*	2001-02	2002-03
N Tested	89,968	90,509	92,924	95,718	101,712
N Level III, IV	64,487	67,887	69,114	73,983	81,295

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

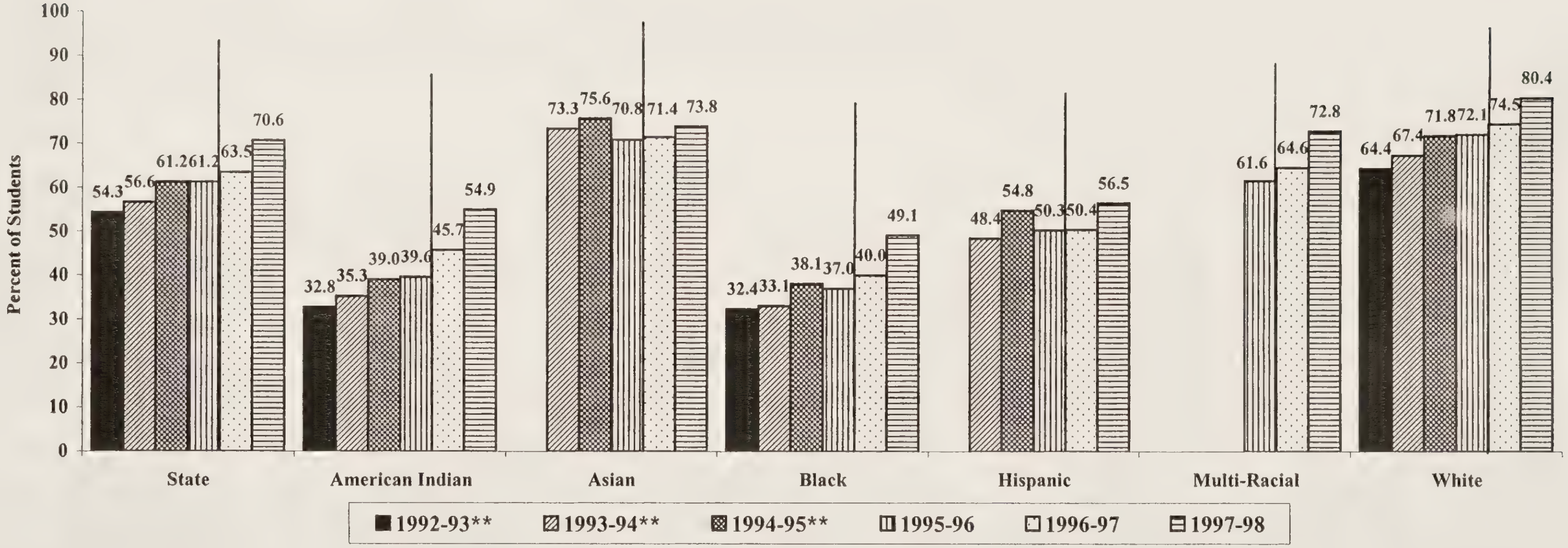
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 9b. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 8 Across Years, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1992-93							
N Tested	80,004	1,499	**	23,491	**	**	53,062
N Level III, IV	43,405	492	**	7,613	**	**	34,164
1993-94							
N Tested	82,178	1,481	832	23,935	821	**	54,525
N Level III, IV	46,549	523	610	7,920	397	**	36,751
1994-95							
N Tested	83,229	1,496	937	24,084	1,009	**	54,953
N Level III, IV	50,947	584	708	9,186	553	**	39,450
1995-96							
N Tested	85,451	1,410	1,132	23,934	1,240	912	56,220
N Level III, IV	52,292	558	802	8,853	624	562	40,532
1996-97							
N Tested	87,018	1,288	1,250	25,200	1,525	457	57,131
N Level III, IV	55,277	589	893	10,088	768	295	42,546
1997-98							
N Tested	87,476	1,318	1,384	24,602	1,737	430	57,978
N Level III, IV	61,746	724	1,022	12,075	981	313	46,618

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Results for the Asian and Hispanic categories were not reported in 1992-93. Results for Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.

"N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

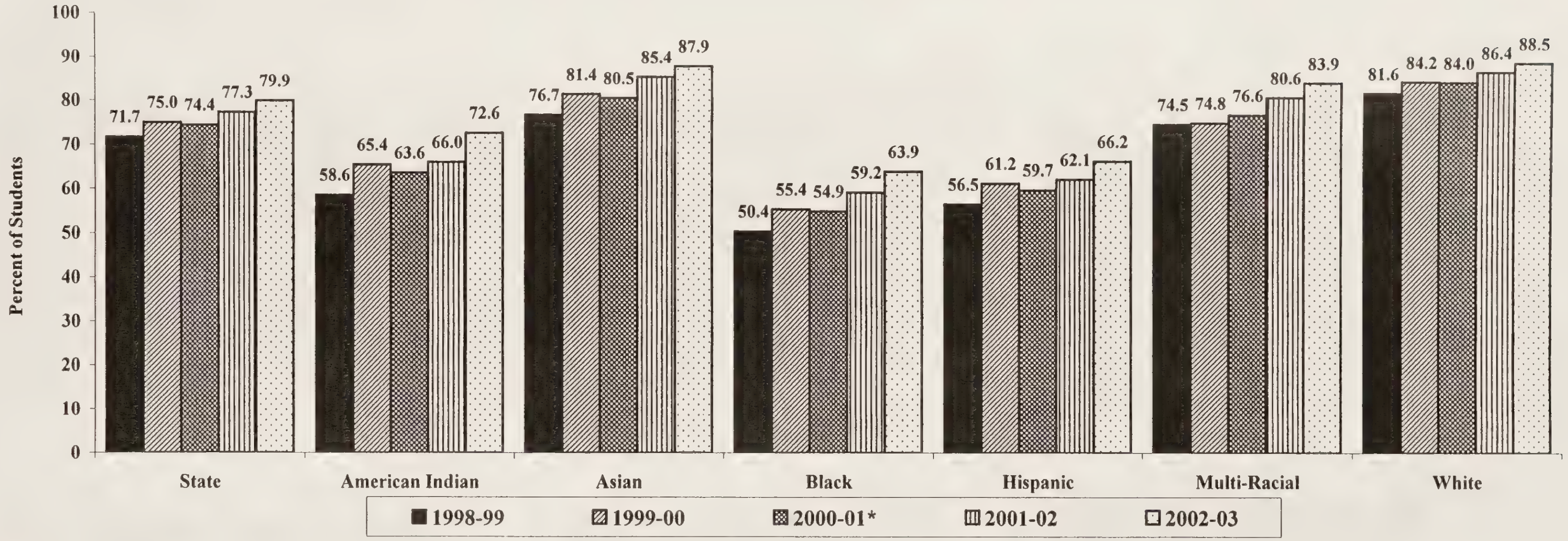
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310; this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prep[illegible]y the N[illegible] Divisio[illegible] Accoun[illegible] Servic[illegible]rth Car[illegible] Testing [illegible]am.

Figure 9b. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 8 Across Years, by Ethnicity (continued)



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	89,968	1,274	1,487	25,578	2,029	568	58,972
N Level III, IV	64,487	747	1,140	12,884	1,147	423	48,112
1999-2000							
N Tested	90,509	1,304	1,606	25,658	2,352	721	58,849
N Level III, IV	67,887	853	1,307	14,206	1,439	539	49,534
2000-01*							
N Tested	92,924	1,394	1,623	26,817	2,954	955	59,156
N Level III, IV	69,114	886	1,306	14,726	1,765	732	49,689
2001-02							
N Tested	95,718	1,293	1,741	27,674	3,459	1,162	60,361
N Level III, IV	73,983	854	1,486	16,392	2,147	936	52,155
2002-03							
N Tested	101,712	1,378	1,928	30,080	4,522	1,482	62,322
N Level III, IV	81,295	1,001	1,694	19,219	2,992	1,243	55,146

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

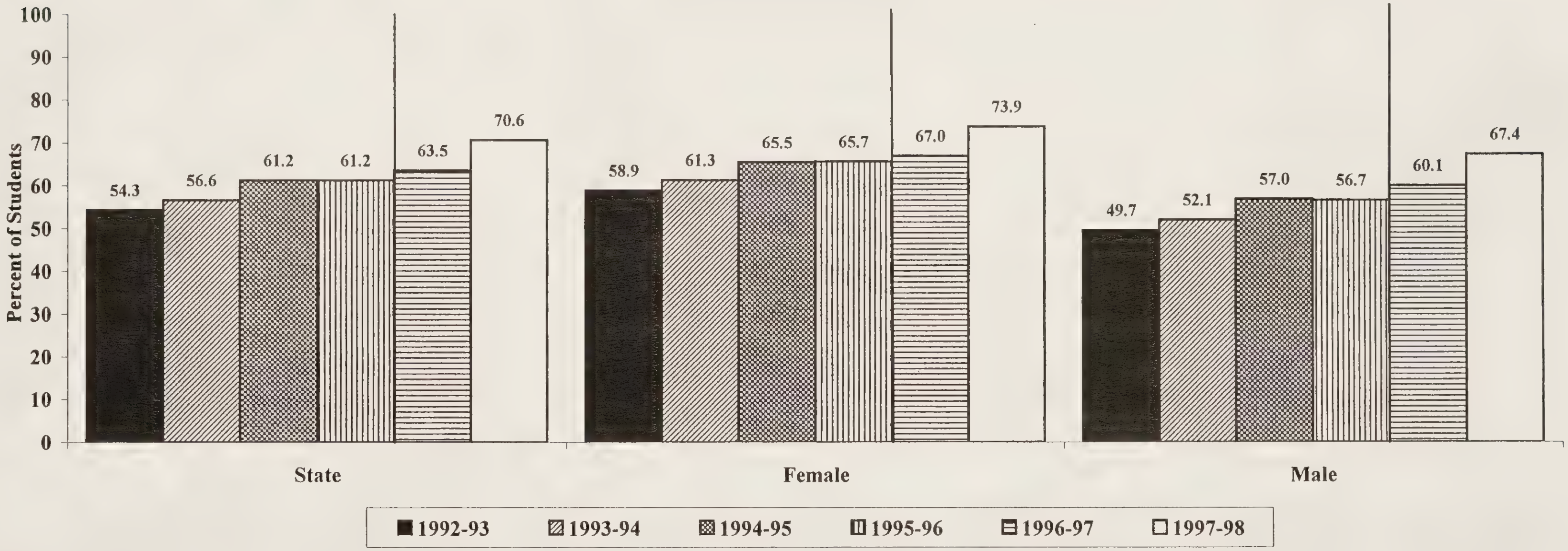
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310; this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 9c. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 8, by Gender



1992-93			
N Tested	80,004	39,662	40,252
N Level III, IV	43,405	23,350	20,014
1993-94			
N Tested	82,178	40,751	41,415
N Level III, IV	46,549	24,976	21,568
1994-95			
N Tested	83,229	41,299	41,912
N Level III, IV	50,947	27,058	23,880
1995-96			
N Tested	85,451	42,314	43,116
N Level III, IV	52,292	27,819	24,462
1996-97			
N Tested	87,018	43,189	43,811
N Level III, IV	55,277	28,931	26,338
1997-98			
N Tested	87,476	43,176	44,297
N Level III, IV	61,746	31,907	29,839

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therfore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The bold vertical lines indicate the beginning of the ABC's K-8 accountability model.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

The 1992-93 state "N Level III, IV" has been changed to correct a typographical error in the 2000-01 Green Book.

Data received from LEAs and charter schools after August 19, 2003 [illegible] included in this figu[illegible]re.

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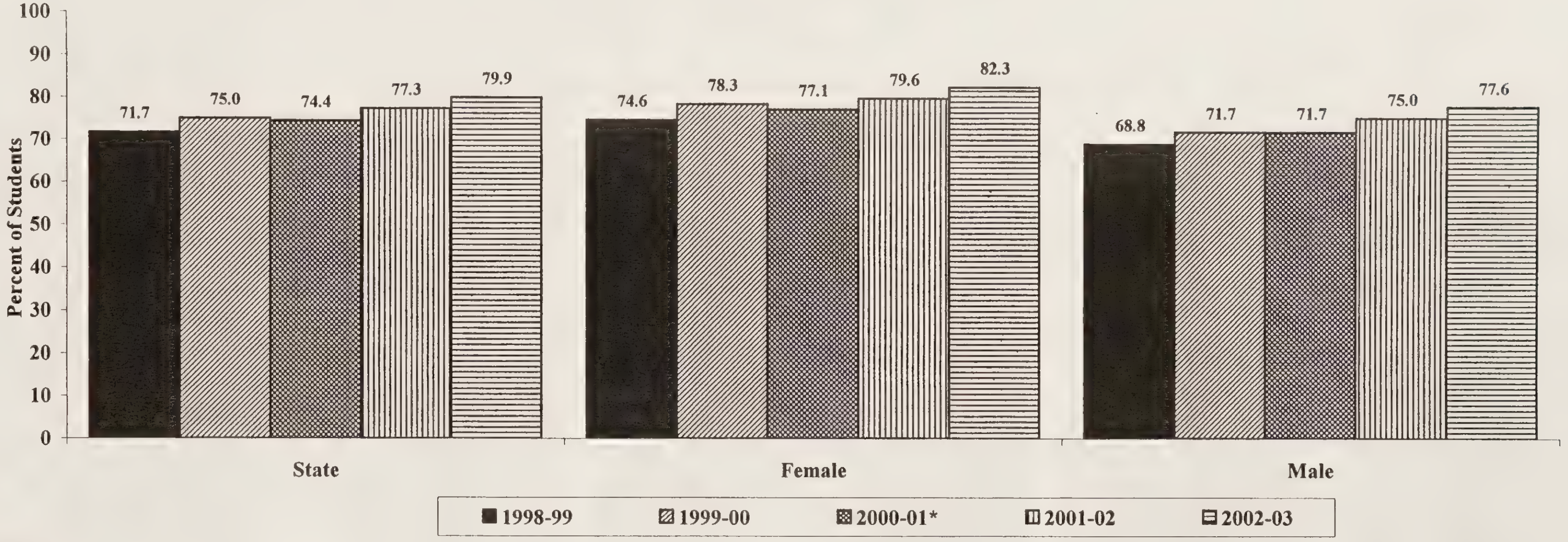
Figure 9c. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics*
Grade 8, by Gender (continued)



	State	Female	Male
1998-99			
N Tested	89,968	44,570	45,388
N Level III, IV	64,487	33,244	31,237
1999-2000			
N Tested	90,509	45,006	45,503
N Level III, IV	67,887	35,257	32,360
2000-01*			
N Tested	92,924	46,330	46,592
N Level III, IV	69,114	35,708	33,405
2001-02			
N Tested	95,718	47,923	47,790
N Level III, IV	73,983	38,153	35,826
2002-03			
N Tested	101,712	50,644	51,068
N Level III, IV	81,295	41,667	39,628

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

"N Tested" and "N Level III, IV" for the gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therfore, some students are in the state data only.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

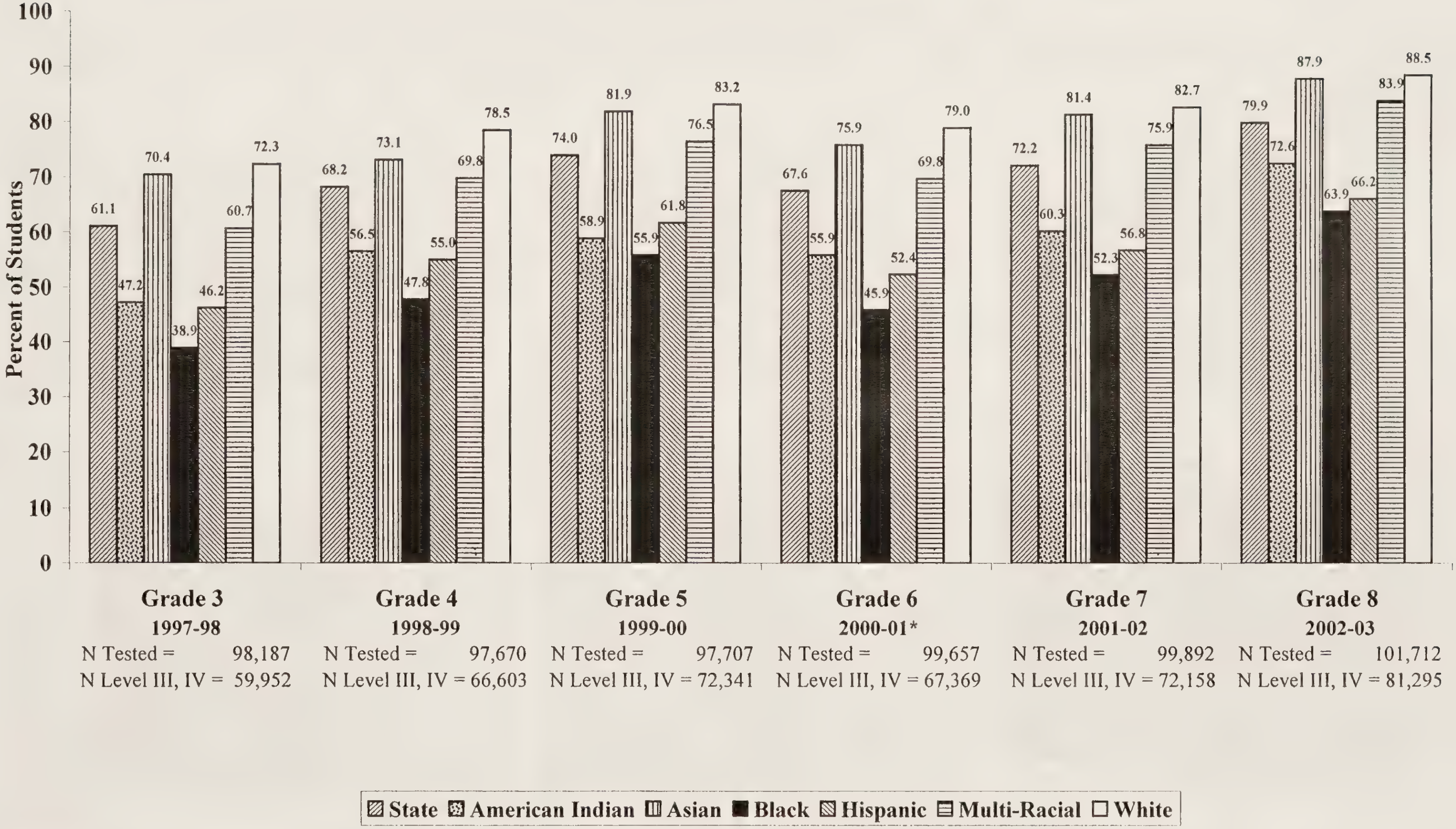
Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Figure 10. 1997-98 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,*
Cohort Comparison, Grades 3 - 8**



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

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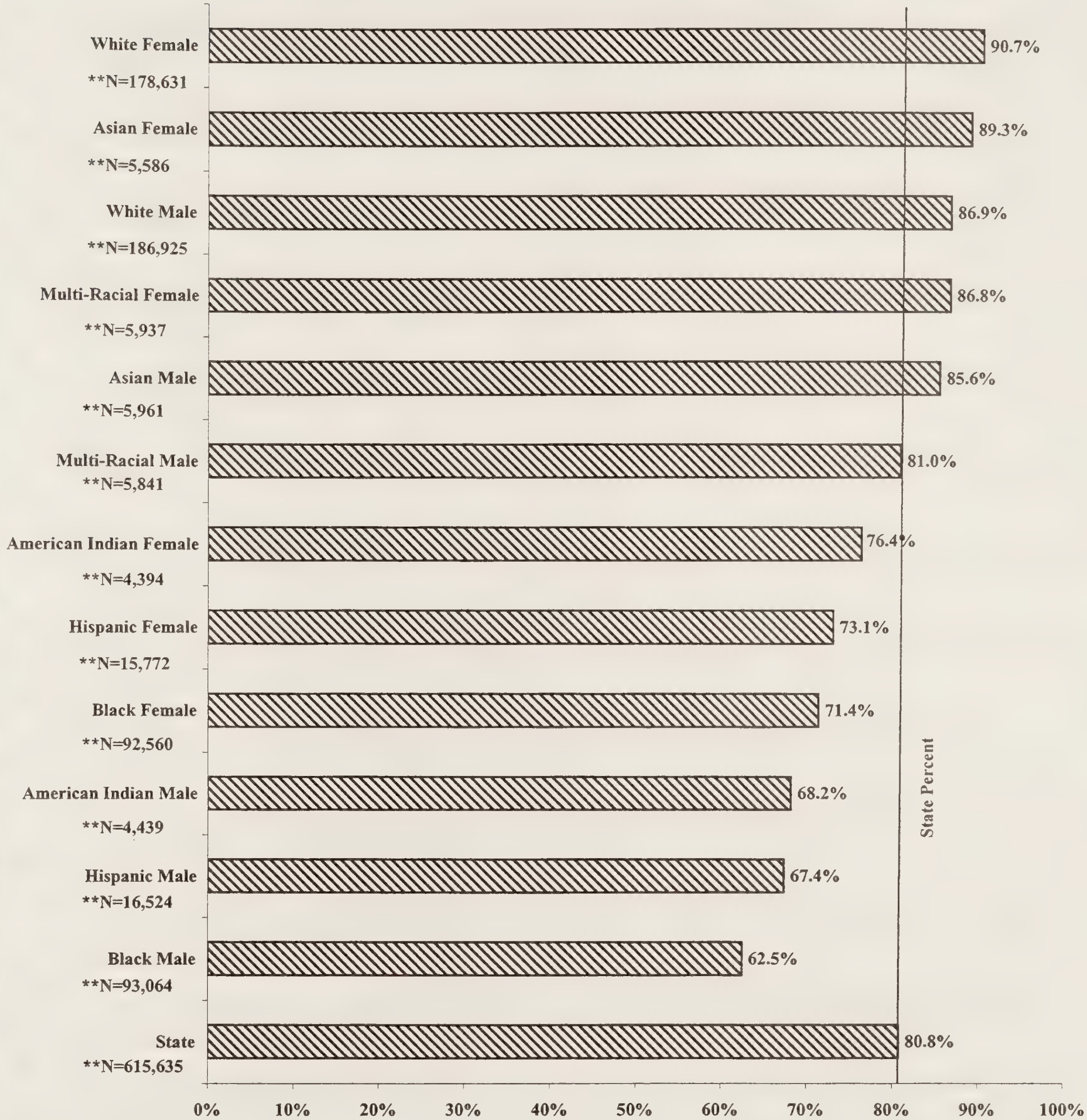
Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 200

The percent proficient for the 1997-98 grade 3 Black subgroup has changed from previous reports to correct a rounding error.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

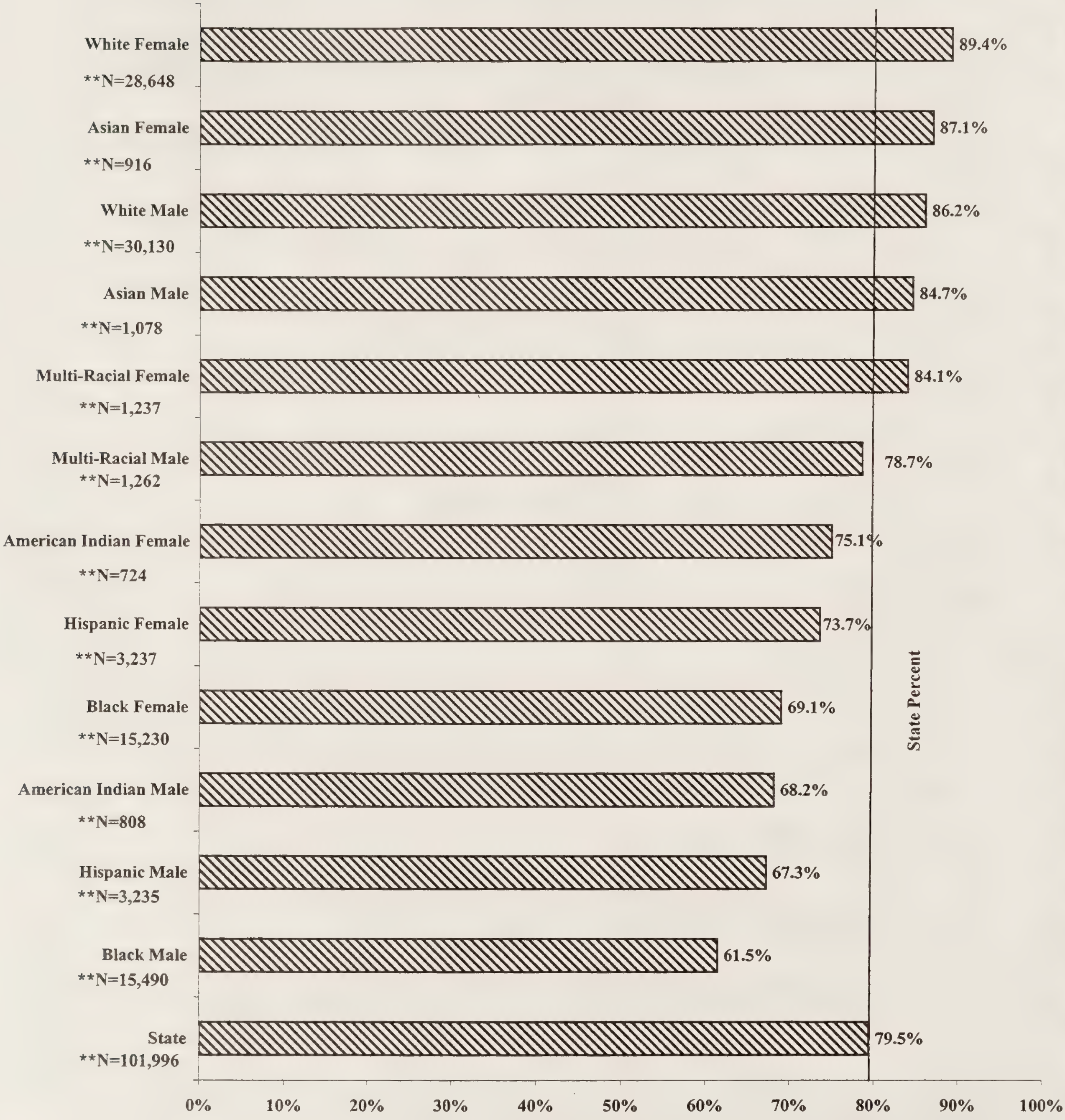
Prepared by the NCDPI Division of Accountablity Services/North Carolina Testing Program.

Figure 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,*
Grades 3-8, by Gender and Ethnicity



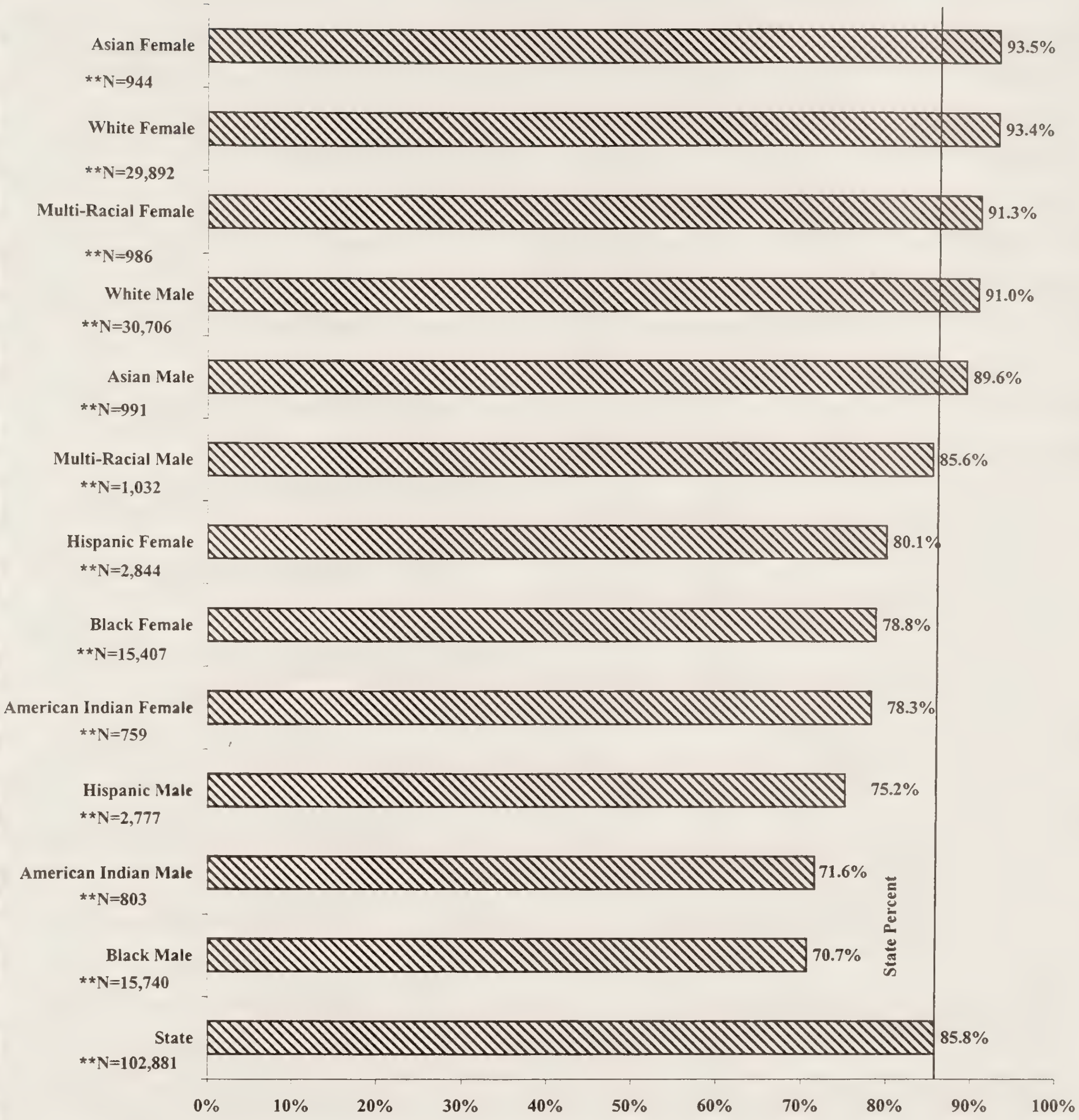
Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics, or taking the alternate assessments.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all reading end-of-grade data beginning in 2002-03.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 12. 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics,* Grade 3, by Gender and Ethnicity



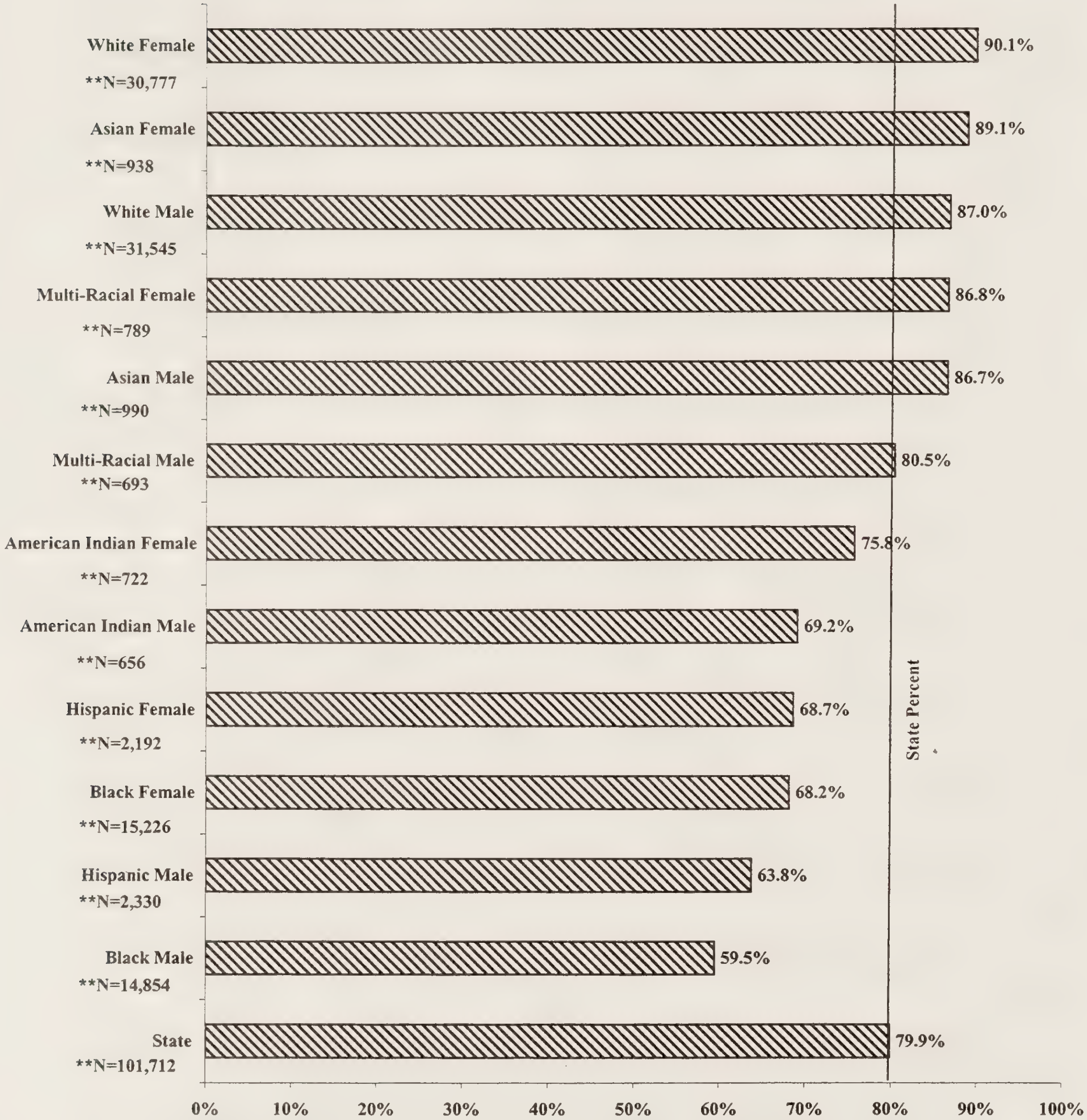
Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics, or taking the alternate assessments.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all reading end-of-grade data beginning in 2002-03.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 13. 2002-03 End-of-Grade Multiple -Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,*
Grade 5, by Gender and Ethnicity



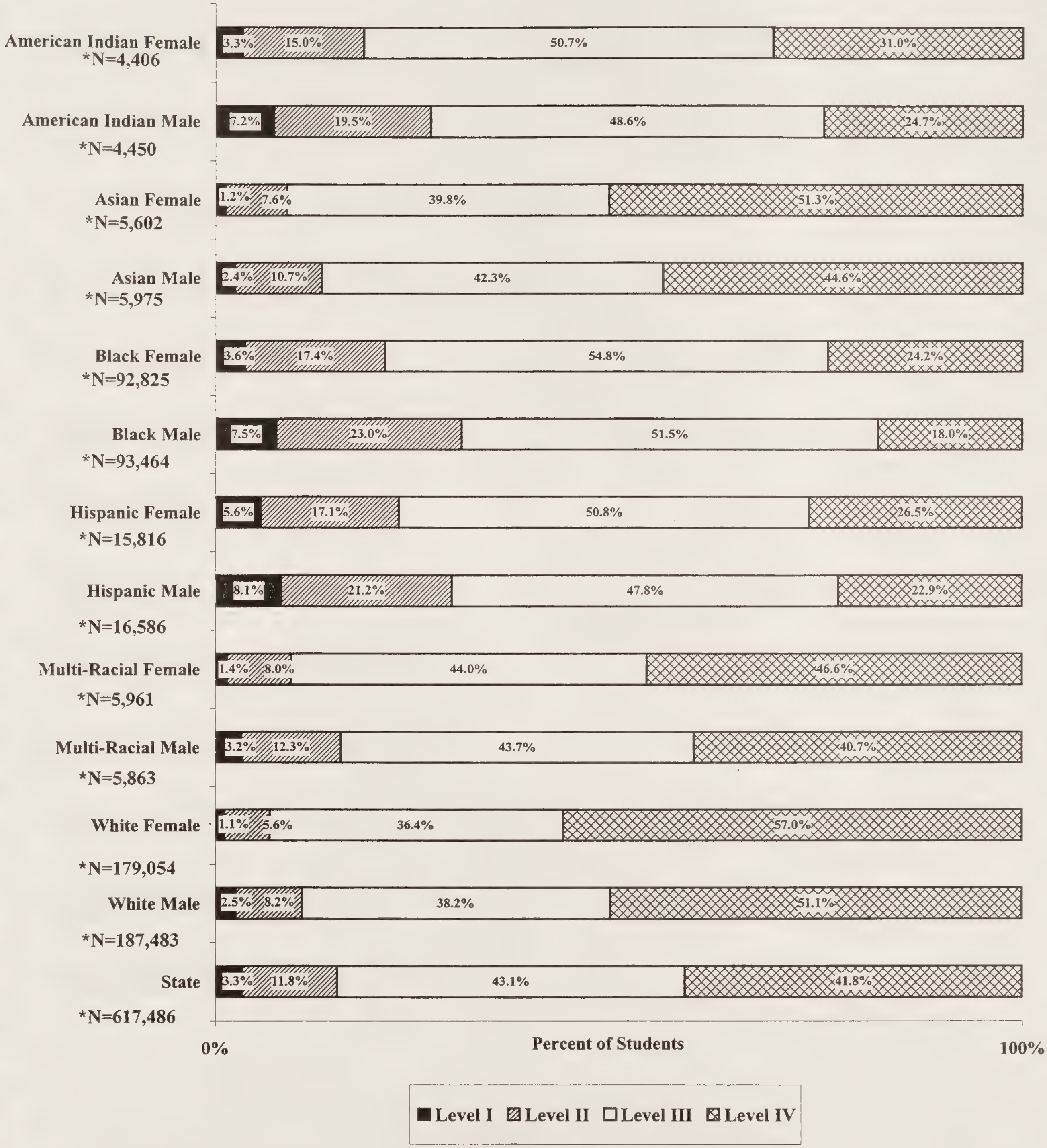
Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics, or taking the alternate assessments.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all reading end-of-grade data beginning in 2002-03.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 14. 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students At or Above Level III in Both Reading and Mathematics,* Grade 8, by Gender and Ethnicity



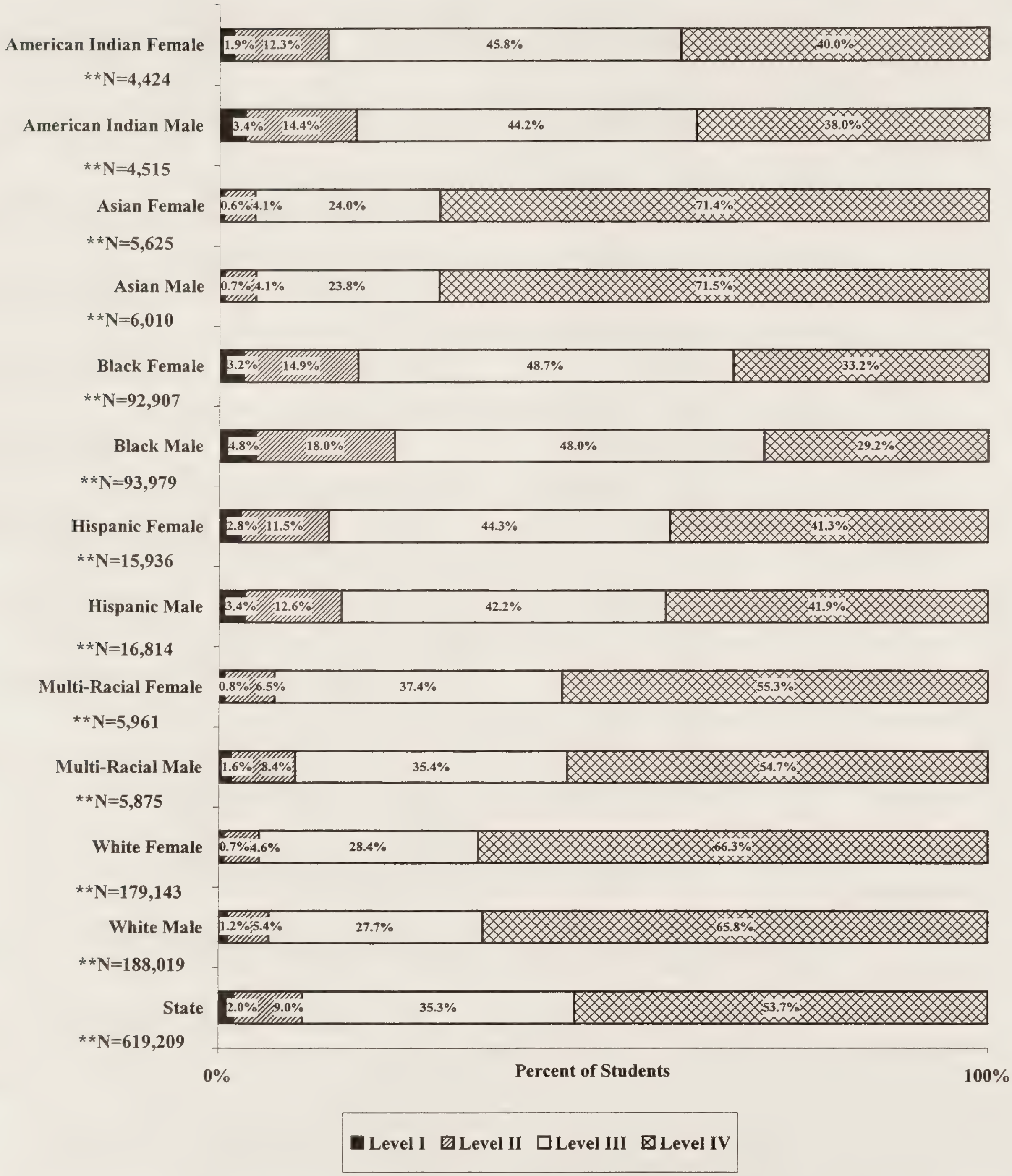
Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested.
The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics, or taking the alternate assessments.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all reading end-of-grade data beginning in 2002-03.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 15. 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading, Grades 3-8 Combined, by Gender and Ethnicity



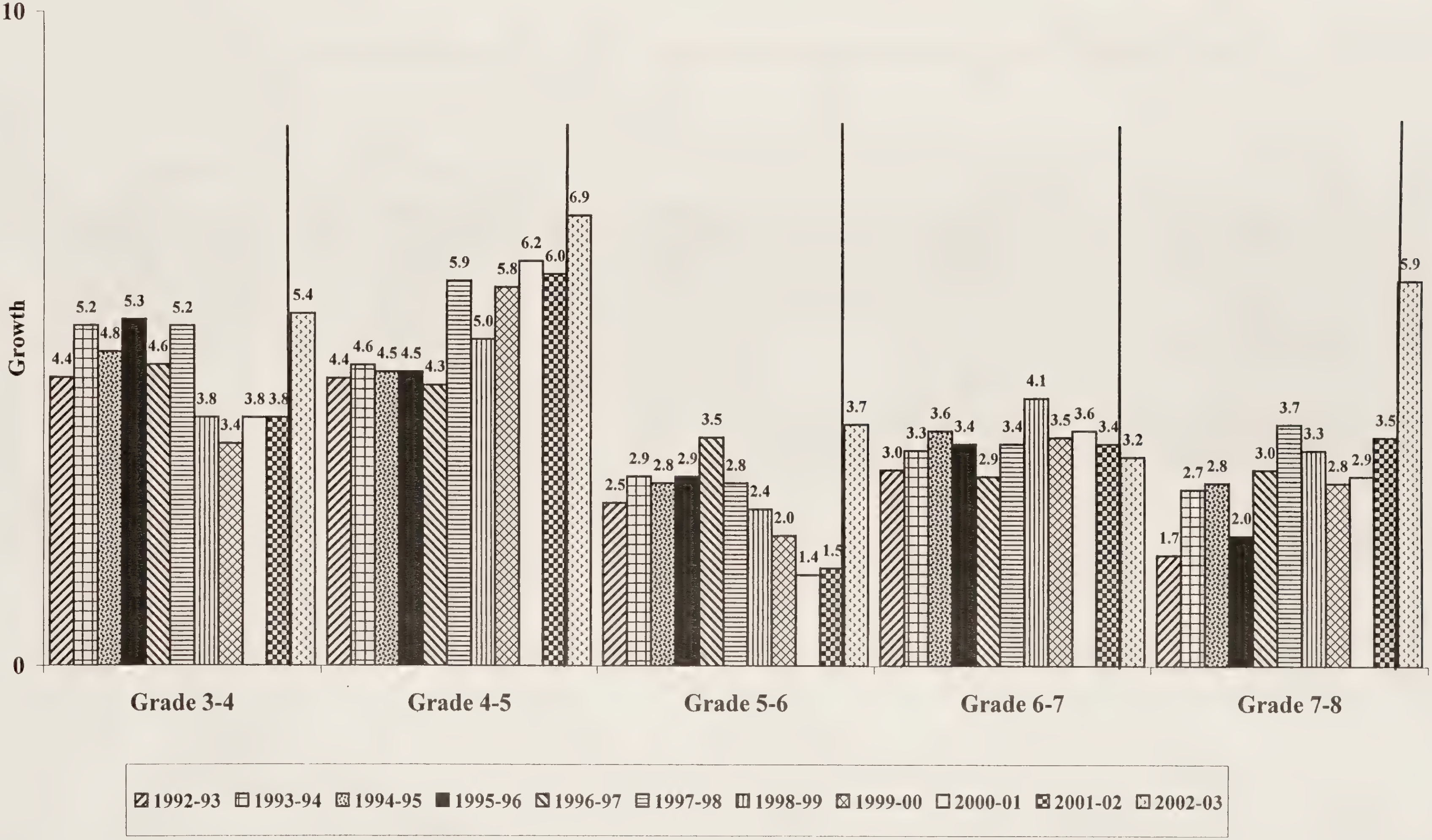
Notes: *N counts equal the number of students tested in reading.
Achievement levels for each gender/ethnic category may not add to 100.0 percent due to rounding.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all reading end-of-grade data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 16. 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics,* Grades 3-8 Combined, by Gender and Ethnicity



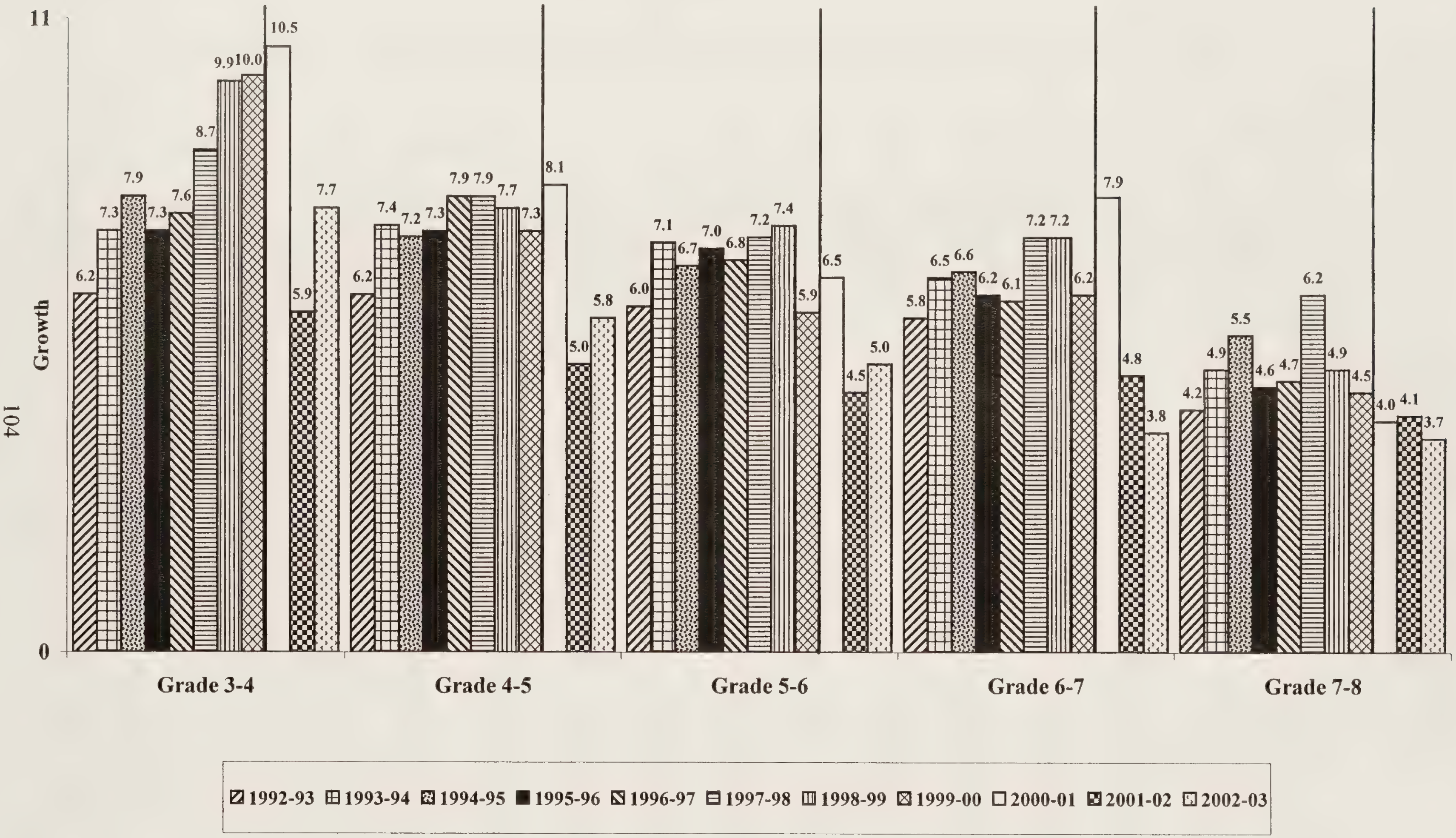
Notes:*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
**N counts equal the number of students tested in mathematics.
Achievement levels for each gender/ethnic category may not add to 100.0 percent due to rounding.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 17. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Gain in Mean Scale Scores - Reading
Grades 3-8



Notes: The bold vertical lines between the years indicates that the reading scale score ranges changed. Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290. Previous years' data have been converted using the 2002-03 range.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division for Accountablity Services/North Carolina Testing Program.

Figure 18. 1992-93 to 2002-03 End-of-Grade Multiple-Choice Test Results
Gain in Mean Scale Scores - Mathematics
Grades 3-8



Notes: The bold vertical lines between the years indicates that the mathematics scale score ranges changed. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310. Previous years' data have been converted to the 2000-01 range.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division for Accountablity Services/North Carolina Testing Program.

Table 9. 2002-03 End-of-Grade Multiple-Choice Test Results Percent of Students by Achievement Level by Grade and Ethnicity

		American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Grade	R*	M*	R	M	R	M	R	M	R	M	R	M
Achievement Level I	3	5.5	1.7	2.5	0.3	6.5	2.3	7.2	1.5	2.8	0.9	2.3	0.5
	4	7.0	1.2	2.1	0.2	7.1	1.4	8.0	1.2	2.6	0.4	2.5	0.3
	5	4.0	1.9	1.0	0.2	3.1	2.1	3.7	1.9	1.0	0.6	1.0	0.5
	6	6.8	2.0	1.9	0.7	6.5	3.4	8.0	3.0	2.7	1.1	2.1	0.8
	7	4.6	3.3	2.1	0.7	5.9	5.7	7.9	5.3	2.9	2.0	1.9	1.4
	8	3.3	6.0	1.6	1.8	4.2	9.0	6.6	7.2	1.9	3.0	1.3	2.1
Achievement Level II	3	18.9	14.7	10.8	3.8	22.3	18.9	20.0	11.2	13.3	8.9	8.1	5.4
	4	16.2	7.3	9.6	2.2	19.6	8.8	18.8	6.0	11.6	3.6	7.4	2.2
	5	16.3	11.6	6.9	2.6	16.6	12.0	15.9	8.6	7.4	5.4	5.2	3.3
	6	20.9	15.3	13.1	3.2	24.9	15.1	22.2	11.9	12.0	7.1	8.7	4.4
	7	15.9	16.7	7.5	7.0	19.4	23.6	19.1	21.0	7.9	10.8	6.8	7.8
	8	15.0	14.6	7.5	5.6	18.0	20.5	19.7	16.2	6.8	10.1	5.3	6.7
Achievement Level III	3	39.9	53.1	36.0	34.2	45.9	58.0	45.4	56.3	36.0	46.2	31.6	38.6
	4	48.9	47.9	41.4	21.7	51.0	53.1	48.1	43.0	44.8	35.2	36.4	26.0
	5	53.8	42.1	43.6	19.3	57.8	45.9	54.5	37.1	45.6	30.0	37.4	22.4
	6	57.0	43.3	50.4	23.5	57.0	48.1	54.7	41.9	54.4	34.5	48.4	27.0
	7	50.0	41.6	37.3	21.1	52.4	40.9	45.6	36.5	41.3	31.8	34.7	25.8
	8	48.5	41.7	38.5	23.3	54.6	44.4	47.2	41.1	42.8	37.7	35.0	28.7
Achievement Level IV	3	35.7	30.5	50.7	61.6	25.3	20.9	27.4	31.0	47.9	44.0	58.1	55.5
	4	27.8	43.6	46.9	76.0	22.3	36.7	25.1	49.8	41.0	60.7	53.7	71.4
	5	25.9	44.4	48.6	78.0	22.4	40.1	26.0	52.4	46.0	63.9	56.5	73.8
	6	15.4	39.4	34.6	72.6	11.5	33.3	15.2	43.2	30.9	57.3	40.8	67.9
	7	29.5	38.3	53.1	71.2	22.4	29.8	27.4	37.3	47.9	55.4	56.7	65.1
	8	33.2	37.8	52.4	69.4	23.3	26.1	26.6	35.4	48.5	49.1	58.4	62.4
Percent At or Above Level III**	3	75.6	83.6	86.7	95.9	71.2	78.8	72.8	87.3	83.9	90.2	89.6	94.1
	4	76.7	91.5	88.3	97.6	73.3	89.8	73.2	92.8	85.8	95.9	90.1	97.4
	5	79.6	86.5	92.1	97.3	80.2	85.9	80.4	89.5	91.7	93.9	93.9	96.2
	6	72.4	82.6	85.0	96.1	68.6	81.4	69.8	85.1	85.4	91.8	89.2	94.8
	7	79.5	79.9	90.4	92.3	74.7	70.7	73.0	73.8	89.2	87.2	91.4	90.8
	8	81.7	79.4	90.9	92.7	77.9	70.5	73.8	76.5	91.3	86.9	93.4	91.2

		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		N***	%	N	%	N	%	N	%	N	%	N	%
American Indian		1,533	1.5	1,447	1.4	1,566	1.5	1,496	1.4	1,431	1.4	1,383	1.4
Asian		1,997	2.0	1,938	1.9	1,958	1.9	1,831	1.7	1,925	1.8	1,928	1.9
Black		30,809	30.1	30,282	30.2	31,330	30.3	31,988	30.6	31,712	30.3	30,168	29.6
Hispanic		6,495	6.4	5,721	5.7	5,650	5.5	5,224	5.0	4,775	4.6	4,537	4.5
Multi-Racial		2,505	2.5	2,260	2.3	2,040	2.0	1,866	1.8	1,669	1.6	1,484	1.5
White		58,901	57.6	58,703	58.5	60,920	58.9	62,273	59.5	63,292	60.4	62,448	61.3
Not Coded		1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total		102,241		100,351		103,464		104,678		104,804		101,948	

Notes: *"R"= Reading; "M"= Mathematics.

**"Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

***"N" is the number of students who took the end-of-grade test in reading.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all mathematics data since 2000-01.

Due to rounding, some ethnicity categories in some grades may not add to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 10. 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level
by Grade and Gender

		Male		Female	
	Grade	Reading	Mathematics	Reading	Mathematics
Achievement Level I	3	5.2	1.4	2.6	0.9
	4	5.4	0.9	3.0	0.6
	5	2.4	1.2	1.2	0.9
	6	5.3	2.2	2.3	1.3
	7	4.6	3.4	2.2	2.3
	8	3.3	5.3	1.5	3.6
Achievement Level II	3	15.0	10.2	11.9	9.8
	4	13.5	5.1	10.5	4.0
	5	11.2	6.9	7.7	5.8
	6	16.8	9.3	12.4	7.0
	7	13.1	14.4	9.4	12.2
	8	11.5	12.0	8.2	10.6
Achievement Level III	3	37.1	44.4	37.1	47.4
	4	42.0	34.9	41.9	36.3
	5	45.4	30.9	44.7	30.5
	6	50.6	34.8	52.7	34.2
	7	40.8	30.6	41.0	31.5
	8	41.8	33.2	41.7	35.1
Achievement Level IV	3	42.7	44.0	48.4	41.9
	4	39.1	59.1	44.7	59.2
	5	40.9	60.9	46.5	62.7
	6	27.3	53.7	32.6	57.5
	7	41.5	51.5	47.4	54.0
	8	43.4	49.5	48.6	50.7
Percent At or Above Level III*	3	79.8	88.4	85.5	89.3
	4	81.0	94.0	86.5	95.5
	5	86.3	91.9	91.1	93.3
	6	78.0	88.5	85.3	91.7
	7	82.3	82.2	88.4	85.5
	8	85.1	82.7	90.3	85.8

	Male		Female	
Grade	N**	Percent	N**	Percent
3	52,146	51.0	50,094	49.0
4	50,947	50.8	49,404	49.2
5	52,362	50.6	51,102	49.4
6	53,515	51.1	51,163	48.9
7	53,647	51.2	51,157	48.8
8	51,204	50.2	50,744	49.8

Notes: *"Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.
**"N" is the number of students who took the end-of-grade test in reading.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data reading data beginning in 2002-03.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Due to rounding, some gender categories in some grades may not add to 100.0 percent.
When summed, gender N counts may not match the state N counts because a gender category may not have been coded on some student answer sheets.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8

Grade 3	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	102,241	100.0	79.5	247.9	253.3
	Not Exceptional	80,157	78.4	82.5	248.2	253.3
	Academicially Intellectually Gifted	7,055	6.9	99.8	257.9	261.1
	AIG Reading	6,052	5.9	99.7	258.1	261.1
	AIG Mathematics	5,870	5.7	99.5	257.8	261.3
	Students with IEPs	12,914	12.6	51.0	240.9	249.4
	All Students with Disabilities	15,056	14.7	53.6	241.4	249.6
	Behaviorally-Emotionally Disabled	696	0.7	43.6	239.6	247.4
	Hearing Impaired	151	0.1	50.3	240.1	249.0
	Educable Mentally Disabled	858	0.8	8.8	232.1	241.7
	Specific Learning Disabled	5,969	5.8	46.9	239.6	249.7
	Learning Disabled-Reading	5,081	5.0	43.5	238.7	249.6
	Learning Disabled-Mathematics	2,378	2.3	41.1	238.9	247.8
	Learning Disabled-Written Expression	3,536	3.5	47.0	239.5	249.8
	Learning-Disabled-Other	222	0.2	44.0	240.0	247.7
	Speech-Language Impaired	3,133	3.1	71.5	245.8	251.9
	Visually Impaired	55	0.1	76.9	246.5	251.5
	Other Health Impaired	1,790	1.8	49.9	240.9	248.5
	Orthopedically Impaired	64	0.1	65.1	244.9	249.1
	Traumatic Brain Injured	12	0.0	*	*	*
	Autistic	172	0.2	57.6	242.9	250.2
	Severely/Profoundly Mentally Disabled	1	0.0	*	*	*
	Multihandicapped	7	0.0	*	*	*
	Deaf-Blind	1	0.0	*	*	*
	Trainable Mentally Disabled	5	0.0	*	*	*
	Section 504	2,142	2.1	69.2	244.8	251.2
	Not Coded	3	0.0	*	*	*
	Limited English Proficient	4,372	4.3	61.2	241.8	250.8
	Not Served by Title I	48,595	47.5	85.9	249.9	254.8
	Schoolwide Title I Program	50,482	49.4	74.4	246.2	252.0
	Targeted Assistance	3,049	3.0	60.8	242.8	249.8
	Migrant	847	0.8	64.3	243.1	251.0

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 (continued)

Grade 4	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	100,351	100.0	82.7	252.4	259.1
	Not Exceptional	71,016	70.8	84.7	251.8	258.3
	Academicially Intellectually Gifted	14,494	14.4	99.8	262.1	268.1
	AIG Reading	11,671	11.6	99.8	262.5	268.2
	AIG Mathematics	12,002	12.0	99.7	262.0	268.5
	Students with IEPs	12,576	12.5	53.3	245.0	253.6
	All Students with Disabilities	14,950	14.9	56.7	245.7	254.1
	Behaviorally-Emotionally Disabled	855	0.9	47.0	243.9	251.3
	Hearing Impaired	135	0.1	60.9	246.0	253.8
	Educable Mentally Disabled	934	0.9	9.2	236.9	244.5
	Specific Learning Disabled	6,492	6.5	52.4	244.6	254.4
	Learning Disabled-Reading	5,194	5.2	47.5	243.5	254.2
	Learning Disabled-Mathematics	2,539	2.5	47.4	243.9	252.0
	Learning Disabled-Written Expression	4,496	4.5	52.6	244.7	254.5
	Learning Disabled-Other	232	0.2	52.4	244.8	252.7
	Speech-Language Impaired	1,874	1.9	76.2	250.0	257.3
	Visually Impaired	50	0.0	66.0	248.4	255.2
	Other Health Impaired	1,996	2.0	56.5	245.9	253.2
	Orthopedically Impaired	65	0.1	64.5	247.1	252.8
	Traumatic Brain Injured	22	0.0	*	*	*
	Autistic	138	0.1	61.2	247.2	254.7
	Severely/Profoundly Mentally Disabled	0	0.0	*	*	*
	Multihandicapped	7	0.0	*	*	*
	Deaf-Blind	1	0.0	*	*	*
	Trainable Mentally Disabled	7	0.0	*	*	*
	Section 504	2,374	2.4	74.9	249.4	256.5
	Not Coded	3	0.0	*	*	*
	Limited English Proficient	3,317	3.3	60.1	245.7	255.4
	Not Served by Title I	49,794	49.6	87.8	254.1	260.7
	Schoolwide Title I Program	48,179	48.0	78.3	250.8	257.6
	Targeted Assistance	2,113	2.1	65.6	247.2	254.8
	Migrant	965	1.0	65.6	247.4	255.8

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 (continued)

Grade 5	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	103,464	100.0	85.8	256.9	262.3
	Not Exceptional	71,814	69.4	88.1	256.2	261.2
	Academicially Intellectually Gifted	16,033	15.5	99.9	265.9	273.4
	AIG Reading	12,866	12.4	99.8	266.3	273.5
	AIG Mathematics	13,079	12.6	99.8	265.9	273.9
	Students with IEPs	13,097	12.7	57.3	250.0	255.6
	All Students with Disabilities	15,744	15.2	60.9	250.6	256.1
	Behaviorally-Emotionally Disabled	1,086	1.0	51.3	249.2	253.5
	Hearing Impaired	138	0.1	59.9	250.5	256.1
	Educable Mentally Disabled	1,139	1.1	12.0	242.3	246.7
	Specific Learning Disabled	7,281	7.0	60.9	250.3	256.7
	Learning Disabled-Reading	5,603	5.4	56.3	249.2	256.4
	Learning Disabled-Mathematics	2,701	2.6	50.4	249.2	253.2
	Learning Disabled-Written Expression	5,430	5.2	60.9	250.4	256.9
	Learning Disabled-Other	242	0.2	56.3	249.9	254.8
	Speech-Language Impaired	1,003	1.0	75.5	253.9	259.2
	Visually Impaired	66	0.1	80.3	255.3	260.2
	Other Health Impaired	2,107	2.0	61.5	250.9	255.5
	Orthopedically Impaired	61	0.1	74.1	254.0	257.0
	Traumatic Brain Injured	24	0.0	*	*	*
	Autistic	175	0.2	64.3	252.0	257.5
	Severely/Profoundly Mentally Disabled	2	0.0	*	*	*
	Multihandicapped	11	0.0	*	*	*
	Deaf-Blind	0	0.0	*	*	*
	Trainable Mentally Disabled	4	0.0	*	*	*
	Section 504	2,647	2.6	78.4	254.0	258.7
	Not Coded	4	0.0	*	*	*
	Limited English Proficient	2,822	2.7	64.1	249.9	257.3
	Not Served by Title I	52,243	50.5	90.1	258.5	264.2
	Schoolwide Title I Program	48,875	47.2	81.6	255.3	260.3
	Targeted Assistance	2,067	2.0	74.4	252.4	257.3
	Migrant	943	0.9	69.4	252.0	258.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 (continued)

Grade 6	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	104,678	100.0	79.1	258.7	265.8
	Not Exceptional	73,579	70.3	81.6	258.3	265.0
	Academicially Intellectually Gifted	15,726	15.0	99.9	268.3	277.4
	AIG Reading	12,793	12.2	99.8	268.7	277.4
	AIG Mathematics	12,211	11.7	99.8	268.3	277.9
	Students with IEPs	13,255	12.7	41.8	250.5	257.6
	All Students with Disabilities	15,482	14.8	45.7	251.3	258.3
	Behaviorally-Emotionally Disabled	1,200	1.1	36.7	249.4	255.2
	Hearing Impaired	138	0.1	61.8	253.4	260.7
	Educable Mentally Disabled	1,441	1.4	6.0	242.7	249.4
	Specific Learning Disabled	7,563	7.2	45.4	251.2	259.1
	Learning Disabled-Reading	5,644	5.4	39.6	249.8	258.4
	Learning Disabled-Mathematics	2,855	2.7	34.9	249.6	255.7
	Learning Disabled-Written Expression	5,779	5.5	46.3	251.3	259.3
	Learning Disabled-Other	200	0.2	38.5	249.9	257.9
	Speech-Language Impaired	385	0.4	61.2	254.6	261.2
	Visually Impaired	59	0.1	64.4	255.0	261.5
	Other Health Impaired	2,236	2.1	48.9	252.3	258.1
	Orthopedically Impaired	41	0.0	56.1	255.5	258.8
	Traumatic Brain Injured	31	0.0	32.3	247.9	256.3
	Autistic	144	0.1	53.3	253.6	261.5
	Severely/Profoundly Mentally Disabled	1	0.0	*	*	*
	Multihandicapped	10	0.0	*	*	*
	Deaf-Blind	2	0.0	*	*	*
	Trainable Mentally Disabled	4	0.0	*	*	*
	Section 504	2,227	2.1	69.0	256.0	262.3
	Not Coded	0	0.0	*	*	*
	Limited English Proficient	2,324	2.2	48.3	251.0	260.1
	Not Served by Title I	82,825	79.1	81.0	259.3	266.5
	Schoolwide Title I Program	20,676	19.8	71.9	256.7	263.3
	Targeted Assistance	728	0.7	69.0	256.3	263.1
	Migrant	792	0.8	62.2	253.7	262.8

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 (continued)

Grade 7	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	104,804	100.0	78.3	261.2	268.3
	Not Exceptional	73,265	69.9	80.8	260.7	267.0
	Academicially Intellectually Gifted	16,516	15.8	99.8	270.8	282.5
	AIG Reading	13,429	12.8	99.8	271.3	282.8
	AIG Mathematics	12,899	12.3	99.6	270.8	283.1
	Students with IEPs	13,153	12.6	38.8	252.2	258.7
	All Students with Disabilities	15,138	14.4	42.6	253.0	259.5
	Behaviorally-Emotionally Disabled	1,243	1.2	27.1	251.0	256.1
	Hearing Impaired	118	0.1	44.9	253.7	260.4
	Educable Mentally Disabled	1,692	1.6	2.0	243.7	250.5
	Specific Learning Disabled	7,413	7.1	46.5	253.5	260.7
	Learning Disabled-Reading	5,306	5.1	41.1	251.9	260.0
	Learning Disabled-Mathematics	2,660	2.5	32.3	251.7	257.1
	Learning Disabled-Written Expression	5,999	5.7	46.7	253.5	260.9
	Learning Disabled-Other	157	0.1	42.9	253.3	259.0
	Speech-Language Impaired	283	0.3	52.7	256.1	261.9
	Visually Impaired	55	0.1	68.5	258.1	264.4
	Other Health Impaired	2,145	2.0	43.9	254.3	259.1
	Orthopedically Impaired	40	0.0	65.8	258.0	263.0
	Traumatic Brain Injured	38	0.0	28.9	251.0	257.7
	Autistic	109	0.1	50.9	255.9	262.0
	Severely/Profoundly Mentally Disabled	0	0.0	*	*	*
	Multihandicapped	10	0.0	*	*	*
	Deaf-Blind	0	0.0	*	*	*
	Trainable Mentally Disabled	7	0.0	*	*	*
	Section 504	1,985	1.9	67.6	258.3	264.7
	Not Coded	7	0.0	*	*	*
	Limited English Proficient	2,116	2.0	47.3	252.5	261.0
	Not Served by Title I	85,136	81.2	80.1	261.7	269.1
	Schoolwide Title I Program	18,816	18.0	70.6	258.8	265.0
	Targeted Assistance	632	0.6	65.8	257.8	263.2
	Migrant	550	0.5	58.7	255.2	262.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 (continued)

Grade 8	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	101,948	100.0	79.9	263.9	271.7
	Not Exceptional	71,572	70.2	82.5	263.5	270.6
	Academicially Intellectually Gifted	16,150	15.8	99.8	273.6	285.1
	AIG Reading	13,192	12.9	99.7	274.0	285.3
	AIG Mathematics	12,924	12.7	99.7	273.6	285.6
	Students with IEPs	12,536	12.3	40.5	254.7	261.8
	All Students with Disabilities	14,321	14.0	44.3	255.5	262.6
	Behaviorally-Emotionally Disabled	1,247	1.2	28.7	253.4	258.8
	Hearing Impaired	116	0.1	53.9	257.3	264.8
	Educable Mentally Disabled	1,701	1.7	3.1	246.3	253.9
	Specific Learning Disabled	7,154	7.0	49.3	256.2	263.8
	Learning Disabled-Reading	5,094	5.0	43.8	254.6	263.1
	Learning Disabled-Mathematics	2,779	2.7	33.3	254.0	259.9
	Learning Disabled-Written Expression	5,691	5.6	49.2	256.1	263.9
	Learning Disabled-Other	157	0.2	45.9	256.0	262.3
	Speech-Language Impaired	196	0.2	54.4	257.9	265.4
	Visually Impaired	48	0.0	64.6	259.4	266.2
	Other Health Impaired	1,838	1.8	45.8	256.7	262.4
	Orthopedically Impaired	44	0.0	41.9	258.2	261.1
	Traumatic Brain Injured	47	0.0	37.0	253.7	260.9
	Autistic	115	0.1	53.5	258.2	266.7
	Severely/Profoundly Mentally Disabled	0	0.0	*	*	*
	Multihandicapped	19	0.0	*	*	*
	Deaf-Blind	0	0.0	*	*	*
	Trainable Mentally Disabled	11	0.0	*	*	*
	Section 504	1,785	1.8	70.8	261.2	268.2
	Not Coded	0	0.0	*	*	*
	Limited English Proficient	2,040	2.0	47.4	254.4	265.2
	Not Served by Title I	82,899	81.3	81.7	264.5	272.4
	Schoolwide Title I Program	18,376	18.0	72.5	261.6	268.8
	Targeted Assistance	507	0.5	66.9	260.4	266.5
	Migrant	510	0.5	56.2	256.5	265.8

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Grade Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, Grades 3-8 (continued)

Grades 3 - 8	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III[3]	Average Scale Score Reading[4]	Average Scale Score Mathematics[5]
	All Students	617,486	100.0	80.8	256.9	263.4
	Not Exceptional	441,403	71.5	83.3	256.3	262.4
	Academicially Intellectually Gifted	85,974	13.9	99.8	267.4	276.2
	AIG Reading	70,003	11.3	99.8	267.8	276.3
	AIG Mathematics	68,985	11.2	99.7	267.3	276.5
	Students with IEPs	77,531	12.6	47.1	248.9	256.1
	All Students with Disabilities	90,691	14.7	50.7	249.6	256.6
	Behaviorally-Emotionally Disabled	6,327	1.0	37.9	248.6	254.4
	Hearing Impaired	796	0.1	55.5	249.7	257.0
	Educable Mentally Disabled	7,765	1.3	6.0	241.8	248.7
	Specific Learning Disabled	41,872	6.8	50.3	249.6	257.6
	Learning Disabled-Reading	31,922	5.2	45.4	248.0	256.9
	Learning Disabled-Mathematics	15,912	2.6	39.7	248.1	254.4
	Learning Disabled-Written Expression	30,931	5.0	50.5	250.1	258.2
	Learning Disabled-Other	1,210	0.2	47.3	248.3	255.1
	Speech-Language Impaired	6,874	1.1	71.5	249.4	255.8
	Visually Impaired	333	0.1	70.5	253.8	259.8
	Other Health Impaired	12,112	2.0	51.1	250.3	256.2
	Orthopedically Impaired	315	0.1	62.3	252.0	256.1
	Traumatic Brain Injured	174	0.0	39.8	249.2	256.2
	Autistic	853	0.1	57.5	251.0	258.0
	Severely/Profoundly Mentally Disabled	4	0.0	*	*	*
	Multihandicapped	64	0.0	15.0	244.5	251.5
	Deaf-Blind	4	0.0	*	*	*
	Trainable Mentally Disabled	38	0.0	0.0	238.2	246.9
	Section 504	13,160	2.1	72.0	253.6	259.9
	Not Coded	17	0.0	*	*	*
	Limited English Proficient	16,991	2.8	56.3	248.0	257.1
	Not Served by Title I	401,492	65.0	83.6	259.0	265.8
	Schoolwide Title I Program	205,404	33.3	76.3	253.0	259.1
	Targeted Assistance	9,096	1.5	66.4	249.1	255.6
	Migrant	4,607	0.7	63.7	250.6	258.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The "Percent of Students At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[4] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[5] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

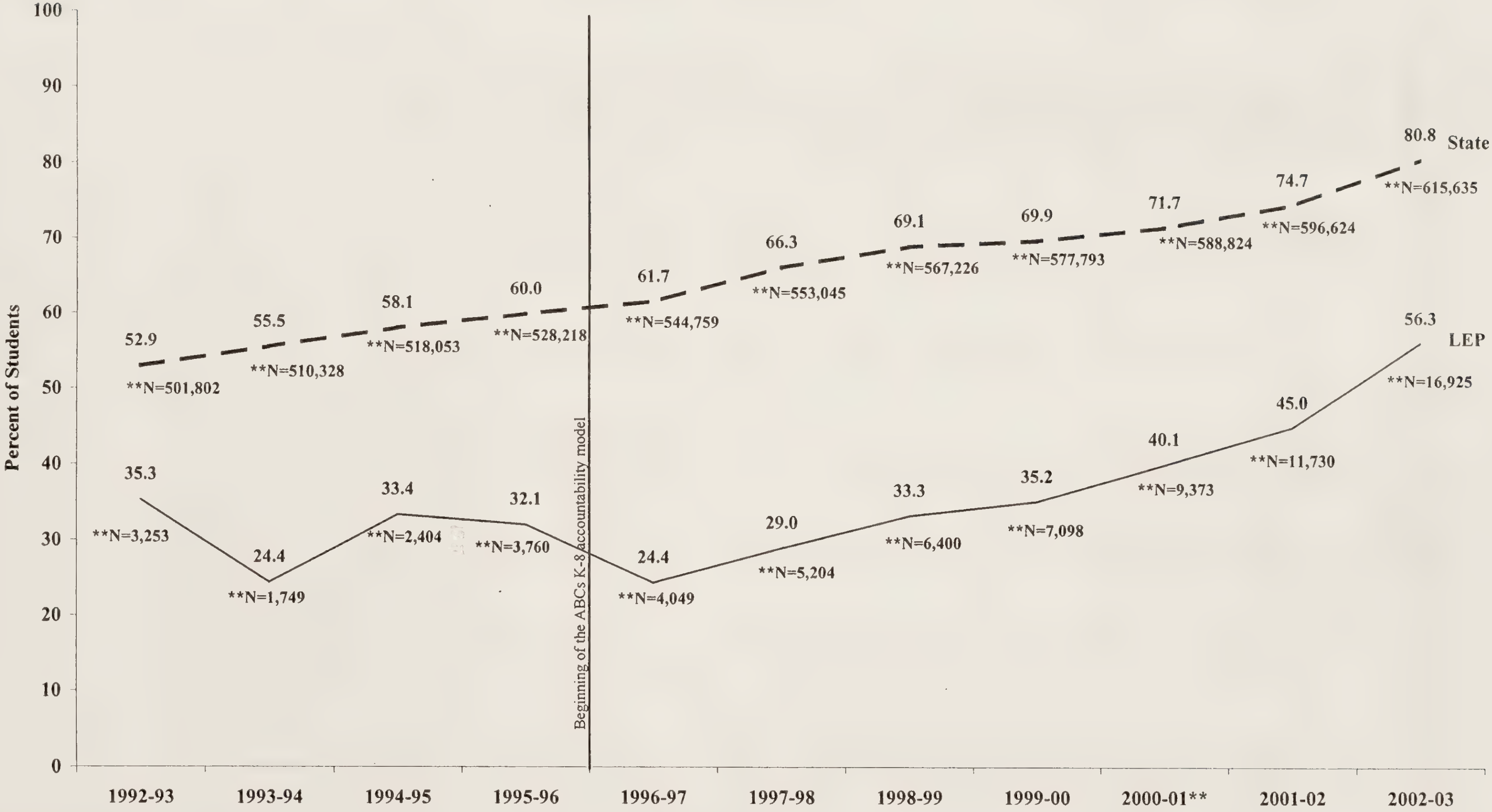
The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 19. 1996-97 to 2002-03 End-of-Grade Multiple-Choice Test Results
Percent of Limited English Proficient Students At or Above Level III in Both Reading and Mathematics*
Grades 3-8 Combined



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**N counts equal the number of students tested in both reading and mathematics.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all mathematics data since 2000-01.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics, therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2002-03 End-of-Grade Multiple-Choice Test Results Students with Accommodations, Grades 3-8

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Grade 3					
All Students	102,241	100.0	79.5	247.9	253.3
Braille Edition	8	0.0	*	*	*
Large Print Edition	76	0.1	67.1	243.9	251.0
Assistive Technology Devices	69	0.1	52.9	241.7	248.9
Braille Writer/Slate and Stylus (and Braille Paper)	8	0.0	*	*	*
Cranmer Abacus	7	0.0	*	*	*
Dictation to Scribe	145	0.1	41.3	239.4	248.3
Interpreter/Transliterator Signs/Cues Test**	48	0.0	39.6	237.1	248.6
Magnification Devices	18	0.0	*	*	*
Student Marks Answers in Test Book	9,116	8.9	48.1	240.0	249.1
Test Administrator Reads Test Aloud (in English)**	10,861	10.6	42.4	238.5	248.6
Keyboarding Devices	1	0.0	*	*	*
Hospital/Home Testing	3	0.0	*	*	*
Multiple Testing Sessions	5,195	5.1	47.8	239.9	248.9
Scheduled Extended Time	13,656	13.4	49.3	240.1	249.2
Testing in a Separate Room	12,748	12.5	47.5	239.7	249.0
English/Native Language Dictionary/Electronic Translator	379	0.4	60.8	241.2	250.6
One Test Item Per Page Edition	45	0.0	42.2	240.0	248.0
Accommodation Notification Form	21	0.0	*	*	*
Grade 4					
All Students	100,351	100.0	82.7	252.4	259.1
Braille Edition	4	0.0	*	*	*
Large Print Edition	79	0.1	62.3	247.2	256.2
Assistive Technology Devices	57	0.1	69.6	247.5	255.1
Braille Writer/Slate and Stylus (and Braille Paper)	3	0.0	*	*	*
Cranmer Abacus	5	0.0	*	*	*
Dictation to Scribe	291	0.3	50.9	244.3	252.8
Interpreter/Transliterator Signs/Cues Test**	33	0.0	54.5	242.7	251.7
Magnification Devices	17	0.0	*	*	*
Student Marks Answers in Test Book	8,764	8.7	52.1	244.7	253.4
Test Administrator Reads Test Aloud (in English)**	10,183	10.1	42.8	242.6	252.4
Keyboarding Devices	4	0.0	*	*	*
Hospital/Home Testing	15	0.0	*	*	*
Multiple Testing Sessions	5,264	5.2	51.9	244.6	253.2
Scheduled Extended Time	13,767	13.7	52.8	244.7	253.6
Testing in a Separate Room	12,694	12.6	50.8	244.3	253.2
English/Native Language Dictionary/Electronic Translator	323	0.3	58.2	244.6	254.7
One Test Item Per Page Edition	45	0.0	53.5	244.4	250.9
Accommodation Notification Form	20	0.0	*	*	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

The "Percent At or Above Level III" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2002-03 End-of-Grade Multiple-Choice Test Results Students with Accommodations, Grades 3-8 (continued)

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Grade 5					
All Students	103,464	100.0	85.8	256.9	262.3
Braille Edition	7	0.0	*	*	*
Large Print Edition	85	0.1	71.8	253.5	257.6
Assistive Technology Devices	40	0.0	69.2	251.1	256.2
Braille Writer/Slate and Stylus (and Braille Paper)	3	0.0	*	*	*
Cranmer Abacus	4	0.0	*	*	*
Dictation to Scribe	218	0.2	52.8	249.5	255.2
Interpreter/Transliterator Signs/Cues Test**	37	0.0	52.8	247.8	253.9
Magnification Devices	29	0.0	*	*	*
Student Marks Answers in Test Book	8,808	8.5	57.9	249.9	255.6
Test Administrator Reads Test Aloud (in English)**	10,420	10.1	49.8	247.9	254.4
Keyboarding Devices	0	0.0	*	*	*
Hospital/Home Testing	12	0.0	*	*	*
Multiple Testing Sessions	5,562	5.4	56.8	249.5	255.2
Scheduled Extended Time	14,690	14.2	58.4	249.9	255.6
Testing in a Separate Room	13,410	13.0	56.4	249.5	255.3
English/Native Language Dictionary/Electronic Translator	349	0.3	57.2	248.5	256.9
One Test Item Per Page Edition	52	0.1	51.1	250.3	255.1
Accommodation Notification Form	19	0.0	*	*	*
Grade 6					
All Students	104,678	100.0	79.1	258.7	265.8
Braille Edition	5	0.0	*	*	*
Large Print Edition	74	0.1	67.1	255.1	260.8
Assistive Technology Devices	47	0.0	53.2	252.7	259.5
Braille Writer/Slate and Stylus (and Braille Paper)	5	0.0	*	*	*
Cranmer Abacus	4	0.0	*	*	*
Dictation to Scribe	156	0.2	38.5	248.9	256.5
Interpreter/Transliterator Signs/Cues Test**	38	0.0	26.3	246.9	255.7
Magnification Devices	19	0.0	*	*	*
Student Marks Answers in Test Book	5,861	5.8	43.8	250.8	258.0
Test Administrator Reads Test Aloud (in English) **	8,916	8.8	29.2	247.7	255.8
Keyboarding Devices	4	0.0	*	*	*
Hospital/Home Testing	35	0.0	50.0	251.2	256.9
Multiple Testing Sessions	3,552	3.5	35.9	249.3	256.5
Scheduled Extended Time	14,041	13.8	42.2	250.4	257.8
Testing in a Separate Room	11,800	11.6	38.7	249.8	257.1
English/Native Language Dictionary/Electronic Translator	624	0.6	38.0	249.3	258.5
One Test Item Per Page Edition	36	0.0	33.3	247.9	256.5
Accommodation Notification Form	25	0.0	*	*	*

Notes: [1]"Number Tested" is the number of students who took the end-of-grade test in reading.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

[3]The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4]The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2002-03 End-of-Grade Multiple-Choice Test Results Students with Accommodations, Grades 3-8 (continued)

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Grade 7					
All Students	104,804	100.0	78.3	261.2	268.3
Braille Edition	8	0.0	*	*	*
Large Print Edition	57	0.1	58.9	256.9	263.1
Assistive Technology Devices	28	0.0	*	*	*
Braille Writer/Slate and Stylus (and Braille Paper)	6	0.0	*	*	*
Cranmer Abacus	4	0.0	*	*	*
Dictation to Scribe	147	0.1	35.2	250.2	258.4
Interpreter/Transliterator Signs/Cues Test**	36	0.0	36.1	250.9	258.8
Magnification Devices	22	0.0	*	*	*
Student Marks Answers in Test Book	4,312	4.1	41.1	252.7	258.9
Test Administrator Reads Test Aloud (in English)**	7,847	7.5	25.8	248.9	256.4
Typewriter/ Word Processor	5	0.0	*	*	*
Hospital/Home Testing	42	0.0	40.5	252.5	257.2
Multiple Testing Sessions	2,917	2.8	33.5	250.8	257.6
Scheduled Extended Time	13,521	12.9	39.3	252.1	258.9
Testing in a Separate Room	10,774	10.3	34.7	251.2	257.9
English/Native Language Dictionary/Electronic Translator	647	0.6	40.8	251.2	260.0
One Test Item Per Page Edition	32	0.0	9.4	246.3	253.7
Accommodation Notification Form	10	0.0	*	*	*
Grade 8					
All Students	101,948	100.0	79.9	263.9	271.7
Braille Edition	5	0.0	*	*	*
Large Print Edition	73	0.1	61.6	259.3	266.4
Assistive Technology Devices	27	0.0	*	*	*
Braille Writer/Slate and Stylus (and Braille Paper)	15	0.0	*	*	*
Cranmer Abacus	6	0.0	*	*	*
Dictation to Scribe	105	0.1	30.8	252.1	261.6
Interpreter/Transliterator Signs/Cues Test**	39	0.0	44.7	253.3	263.0
Magnification Devices	16	0.0	*	*	*
Student Marks Answers in Test Book	3,351	3.3	41.1	254.7	262.0
Test Administrator Reads Test Aloud (in English) **	7,221	7.1	25.8	250.9	259.3
Keyboarding Devices	4	0.0	*	*	*
Hospital/Home Testing	49	0.0	36.2	255.0	263.0
Multiple Testing Sessions	2,496	2.4	33.5	252.7	260.4
Scheduled Extended Time	12,894	12.6	40.4	254.4	262.0
Testing in a Separate Room	9,945	9.8	35.7	253.5	261.0
English/Native Language Dictionary/Electronic Translator	714	0.7	35.4	251.9	263.3
One Test Item Per Page Edition	21	0.0	*	*	*
Accommodation Notification Form	24	0.0	*	*	*

Notes: [1]"Number Tested" is the number of students who took the end-of-grade test in reading.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

[3]The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4]The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2002-03 End-of-Grade Multiple-Choice Test Results Students with Accommodations, Grades 3-8 (continued)

Category Grades 3 to 8	Number Tested[1]	Percent[2]	Percent At or Above Level III	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	617,486	100.0	80.8	256.9	263.4
Braille Edition	37	0.0	86.5	256.7	262.3
Large Print Edition	444	0.1	65.2	252.4	258.9
Assistive Technology Devices	268	0.0	58.1	249.3	256.3
Braille Writer/Slate and Stylus (and Braille Paper)	40	0.0	72.5	254.3	262.0
Cranmer Abacus	30	0.0	86.7	256.4	260.9
Dictation to Scribe	1,062	0.2	44.0	247.0	254.8
Interpreter/Transliterator Signs/Cues Test**	231	0.0	41.9	246.1	255.0
Magnification Devices	121	0.0	67.5	253.5	259.3
Student Marks Answers in Test Book	40,212	6.5	49.2	247.4	254.9
Test Administrator Reads Test Aloud (in English)**	55,448	9.0	37.2	245.6	254.0
Keyboarding Devices	18	0.0	*	*	*
Hospital/Home Testing	156	0.0	45.1	252.2	257.9
Multiple Testing Sessions	24,986	4.0	45.9	246.9	254.4
Scheduled Extended Time	82,569	13.4	47.2	248.6	256.1
Testing in a Separate Room	71,371	11.6	44.7	247.7	255.2
English/Native Language Dictionary/Electronic Translator	3,036	0.5	45.2	248.7	258.4
One Test Item Per Page Edition	231	0.0	41.1	246.6	253.7
Accommodation Notification Form	119	0.0	51.3	248.6	257.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

The "Percent At or Above Level III" is calculated by dividing the number of the students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 13. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 3 Reading

Category	Reading									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=106,261[1])	106,447	100.0	102,241	96.0	3,827	3.6	98	0.1	281	0.3
Female	51,602	48.5	50,094	97.1	1,361	2.6	39	0.1	108	0.2
Male	54,844	51.5	52,146	95.1	2,466	4.5	59	0.1	173	0.3
American Indian	1,618	1.5	1,533	94.7	83	5.1	1	0.1	1	0.1
Asian	2,110	2.0	1,997	94.6	108	5.1	2	0.1	3	0.1
Black	32,178	30.2	30,809	95.7	1,265	3.9	33	0.1	71	0.2
Hispanic	7,517	7.1	6,495	86.4	993	13.2	6	0.1	23	0.3
Multi-Racial	2,574	2.4	2,505	97.3	56	2.2	6	0.2	7	0.3
White	60,449	56.8	58,901	97.4	1,322	2.2	50	0.1	176	0.3
Title I	56,152	52.8	53,645	95.5	2,310	4.1	53	0.1	144	0.3
Schoolwide Title I Program	52,898	49.7	50,482	95.4	2,228	4.2	48	0.1	140	0.3
Targeted Assistance	3,123	2.9	3,049	97.6	66	2.1	5	0.2	3	0.1
Migrant	1,005	0.9	847	84.3	154	15.3	0	0.0	4	0.4
Limited English Proficient (LEP)	5,439	5.1	4,372	80.4	1,043	19.2	5	0.1	19	0.3
All Students with Disabilities	18,141	17.0	15,056	83.0	2,915	16.1	36	0.2	134	0.7
Behaviorally-Emotionally Disabled	824	0.8	696	84.5	111	13.5	12	1.5	5	0.6
Hearing Impaired	189	0.2	151	79.9	37	19.6	0	0.0	1	0.5
Educable Mentally Disabled	2,085	2.0	858	41.2	1,215	58.3	2	0.1	10	0.5
Specific Learning Disabled	6,619	6.2	5,969	90.2	595	9.0	10	0.2	45	0.7
Speech-Language Impaired	3,199	3.0	3,133	97.9	23	0.7	2	0.1	41	1.3
Visually Impaired	65	0.1	55	84.6	7	10.8	0	0.0	3	4.6
Other Health Impaired	2,023	1.9	1,790	88.5	216	10.7	6	0.3	11	0.5
Orthopedically Impaired	88	0.1	64	72.7	23	26.1	0	0.0	1	1.1
Traumatic Brain Injury	26	0.0	12	46.2	13	50.0	0	0.0	1	3.8
Autistic	439	0.4	172	39.2	257	58.5	1	0.2	9	2.1
Severely/Profoundly Mentally Disabled	54	0.1	1	1.9	52	96.3	0	0.0	1	1.9
Multihandicapped	132	0.1	7	5.3	125	94.7	0	0.0	0	0.0
Deaf-Blind	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	238	0.2	5	2.1	232	97.5	0	0.0	1	0.4
Section 504	2,159	2.0	2,142	99.2	9	0.4	3	0.1	5	0.2

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 14. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 3 Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=106,261[1])	106,447	100.0	102,672	96.5	3,389	3.2	103	0.1	283	0.3
Female	51,602	48.5	50,174	97.2	1,275	2.5	46	0.1	107	0.2
Male	54,844	51.5	52,497	95.7	2,114	3.9	57	0.1	176	0.3
American Indian	1,618	1.5	1,555	96.1	62	3.8	0	0.0	1	0.1
Asian	2,110	2.0	2,002	94.9	102	4.8	3	0.1	3	0.1
Black	32,178	30.2	30,954	96.2	1,118	3.5	33	0.1	73	0.2
Hispanic	7,517	7.1	6,570	87.4	917	12.2	7	0.1	23	0.3
Multi-Racial	2,574	2.4	2,509	97.5	51	2.0	6	0.2	8	0.3
White	60,449	56.8	59,081	97.7	1,139	1.9	54	0.1	175	0.3
Title I	56,152	52.8	53,941	96.1	2,015	3.6	54	0.1	142	0.3
Schoolwide Title I Program	52,898	49.7	50,761	96.0	1,950	3.7	49	0.1	138	0.3
Targeted Assistance	3,123	2.9	3,063	98.1	52	1.7	5	0.2	3	0.1
Migrant	1,005	0.9	855	85.1	146	14.5	0	0.0	4	0.4
Limited English Proficient (LEP)	5,439	5.1	4,446	81.7	968	17.8	6	0.1	19	0.3
All Students with Disabilities	18,141	17.0	15,462	85.2	2,509	13.8	33	0.2	137	0.8
Behaviorally-Emotionally Disabled	824	0.8	717	87.0	93	11.3	9	1.1	5	0.6
Hearing Impaired	189	0.2	155	82.0	33	17.5	0	0.0	1	0.5
Educable Mentally Disabled	2,085	2.0	911	43.7	1,159	55.6	4	0.2	11	0.5
Specific Learning Disabled	6,619	6.2	6,250	94.4	317	4.8	8	0.1	44	0.7
Speech-Language Impaired	3,199	3.0	3,138	98.1	18	0.6	2	0.1	41	1.3
Visually Impaired	65	0.1	55	84.6	7	10.8	0	0.0	3	4.6
Other Health Impaired	2,023	1.9	1,826	90.3	180	8.9	6	0.3	11	0.5
Orthopedically Impaired	88	0.1	64	72.7	23	26.1	0	0.0	1	1.1
Traumatic Brain Injury	26	0.0	12	46.2	13	50.0	0	0.0	1	3.8
Autistic	439	0.4	175	39.9	253	57.6	1	0.2	10	2.3
Severely/Profoundly Mentally Disabled	54	0.1	1	1.9	52	96.3	0	0.0	1	1.9
Multihandicapped	132	0.1	6	4.5	126	95.5	0	0.0	0	0.0
Deaf-Blind	1	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	238	0.2	5	2.1	232	97.5	0	0.0	1	0.4
Section 504	2,159	2.0	2,146	99.4	3	0.1	3	0.1	7	0.3

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 15. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 4 Reading

Category	Reading									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=104,256[1])	104,493	100.0	100,351	96.0	3,788	3.6	88	0.1	266	0.3
Female	50,871	47.8	49,404	97.1	1,340	2.6	29	0.1	98	0.2
Male	53,622	50.4	50,947	95.0	2,448	4.6	59	0.1	168	0.3
American Indian	1,516	1.5	1,447	95.4	63	4.2	1	0.1	5	0.3
Asian	2,068	2.0	1,938	93.7	120	5.8	6	0.3	4	0.2
Black	31,756	30.4	30,282	95.4	1,368	4.3	30	0.1	76	0.2
Hispanic	6,710	6.4	5,721	85.3	967	14.4	8	0.1	14	0.2
Multi-Racial	2,311	2.2	2,260	97.8	44	1.9	2	0.1	5	0.2
White	60,132	57.5	58,703	97.6	1,226	2.0	41	0.1	162	0.3
Title I	52,961	49.7	50,557	95.5	2,236	4.2	53	0.1	115	0.2
Schoolwide Title I Program	50,501	47.4	48,179	95.4	2,166	4.3	51	0.1	105	0.2
Targeted Assistance	2,168	2.0	2,113	97.5	45	2.1	2	0.1	8	0.4
Migrant	1,105	1.0	965	87.3	138	12.5	0	0.0	2	0.2
Limited English Proficient (LEP)	4,379	4.1	3,317	75.7	1,045	23.9	5	0.1	12	0.3
All Students with Disabilities	17,943	16.8	14,950	83.3	2,818	15.7	33	0.2	142	0.8
Behaviorally-Emotionally Disabled	1,003	0.9	855	85.2	130	13.0	6	0.6	12	1.2
Hearing Impaired	163	0.2	135	82.8	27	16.6	1	0.6	0	0.0
Educable Mentally Disabled	2,149	2.0	934	43.5	1,205	56.1	4	0.2	6	0.3
Specific Learning Disabled	7,111	6.7	6,492	91.3	564	7.9	9	0.1	46	0.6
Speech-Language Impaired	1,928	1.8	1,874	97.2	19	1.0	2	0.1	33	1.7
Visually Impaired	56	0.1	50	89.3	6	10.7	0	0.0	0	0.0
Other Health Impaired	2,236	2.1	1,996	89.3	217	9.7	6	0.3	17	0.8
Orthopedically Impaired	86	0.1	65	75.6	19	22.1	2	2.3	0	0.0
Traumatic Brain Injury	37	0.0	22	59.5	15	40.5	0	0.0	0	0.0
Autistic	393	0.4	138	35.1	248	63.1	0	0.0	7	1.8
Severely/Profoundly Mentally Disabled	40	0.0	0	0.0	38	95.0	0	0.0	2	5.0
Multihandicapped	120	0.1	7	5.8	110	91.7	0	0.0	3	2.5
Deaf-Blind	2	0.0	1	50.0	1	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	220	0.2	7	3.2	210	95.5	0	0.0	3	1.4
Section 504	2,399	2.3	2,374	99.0	9	0.4	3	0.1	13	0.5

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 16. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 4 Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=104,256[1])	104,493	100.0	100,750	96.4	3,379	3.2	96	0.1	268	0.3
Female	50,871	47.8	49,469	97.2	1,264	2.5	38	0.1	100	0.2
Male	53,622	50.4	51,281	95.6	2,115	3.9	58	0.1	168	0.3
American Indian	1,516	1.5	1,462	96.4	49	3.2	0	0.0	5	0.3
Asian	2,068	2.0	1,947	94.1	109	5.3	7	0.3	5	0.2
Black	31,756	30.4	30,434	95.8	1,206	3.8	38	0.1	78	0.2
Hispanic	6,710	6.4	5,786	86.2	902	13.4	8	0.1	14	0.2
Multi-Racial	2,311	2.2	2,262	97.9	43	1.9	2	0.1	4	0.2
White	60,132	57.5	58,859	97.9	1,070	1.8	41	0.1	162	0.3
Title I	52,961	49.7	50,808	95.9	1,979	3.7	58	0.1	116	0.2
Schoolwide Title I Program	50,501	47.4	48,420	95.9	1,919	3.8	57	0.1	105	0.2
Targeted Assistance	2,168	2.0	2,121	97.8	37	1.7	1	0.0	9	0.4
Migrant	1,105	1.0	979	88.6	124	11.2	0	0.0	2	0.2
Limited English Proficient (LEP)	4,379	4.1	3,382	77.2	979	22.4	6	0.1	12	0.3
All Students with Disabilities	17,943	16.8	15,316	85.4	2,453	13.7	33	0.2	141	0.8
Behaviorally-Emotionally Disabled	1,003	0.9	871	86.8	113	11.3	7	0.7	12	1.2
Hearing Impaired	163	0.2	137	84.0	25	15.3	1	0.6	0	0.0
Educable Mentally Disabled	2,149	2.0	997	46.4	1,140	53.0	5	0.2	7	0.3
Specific Learning Disabled	7,111	6.7	6,760	95.1	300	4.2	6	0.1	45	0.6
Speech-Language Impaired	1,928	1.8	1,875	97.3	18	0.9	2	0.1	33	1.7
Visually Impaired	56	0.1	52	92.9	4	7.1	0	0.0	0	0.0
Other Health Impaired	2,236	2.1	2,012	90.0	201	9.0	6	0.3	17	0.8
Orthopedically Impaired	86	0.1	63	73.3	21	24.4	2	2.3	0	0.0
Traumatic Brain Injury	37	0.0	22	59.5	15	40.5	0	0.0	0	0.0
Autistic	393	0.4	138	35.1	248	63.1	0	0.0	7	1.8
Severely/Profoundly Mentally Disabled	40	0.0	0	0.0	38	95.0	0	0.0	2	5.0
Multihandicapped	120	0.1	6	5.0	111	92.5	0	0.0	3	2.5
Deaf-Blind	2	0.0	1	50.0	1	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	220	0.2	7	3.2	210	95.5	0	0.0	3	1.4
Section 504	2,399	2.3	2,375	99.0	8	0.3	4	0.2	12	0.5

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 17. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 5 Reading

Category	Reading						Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=107,417[1])	108,067	100.0	103,464	95.7	3,906	3.6	115	0.1	582	0.5
Female	52,801	48.9	51,102	96.8	1,397	2.6	41	0.1	261	0.5
Male	55,266	51.1	52,362	94.7	2,509	4.5	74	0.1	321	0.6
American Indian	1,636	1.5	1,566	95.7	67	4.1	0	0.0	3	0.2
Asian	2,097	1.9	1,958	93.4	116	5.5	0	0.0	23	1.1
Black	33,049	30.6	31,330	94.8	1,489	4.5	45	0.1	185	0.6
Hispanic	6,509	6.0	5,650	86.8	823	12.6	6	0.1	30	0.5
Multi-Racial	2,103	1.9	2,040	97.0	41	1.9	4	0.2	18	0.9
White	62,673	58.0	60,920	97.2	1,370	2.2	60	0.1	323	0.5
Title I	53,726	49.7	51,220	95.3	2,213	4.1	52	0.1	241	0.4
Schoolwide Title I Program	51,312	47.5	48,875	95.3	2,152	4.2	50	0.1	235	0.5
Targeted Assistance	2,109	2.0	2,067	98.0	35	1.7	2	0.1	5	0.2
Migrant	1,066	1.0	943	88.5	121	11.4	1	0.1	1	0.1
Limited English Proficient (LEP)	3,756	3.5	2,822	75.1	912	24.3	3	0.1	19	0.5
All Students with Disabilities	19,010	17.6	15,744	82.8	3,102	16.3	41	0.2	123	0.6
Behaviorally-Emotionally Disabled	1,243	1.2	1,086	87.4	142	11.4	11	0.9	4	0.3
Hearing Impaired	168	0.2	138	82.1	28	16.7	1	0.6	1	0.6
Educable Mentally Disabled	2,382	2.2	1,139	47.8	1,230	51.6	1	0.0	12	0.5
Specific Learning Disabled	7,950	7.4	7,281	91.6	614	7.7	14	0.2	41	0.5
Speech-Language Impaired	1,032	1.0	1,003	97.2	15	1.5	2	0.2	12	1.2
Visually Impaired	71	0.1	66	93.0	5	7.0	0	0.0	0	0.0
Other Health Impaired	2,320	2.1	2,107	90.8	192	8.3	6	0.3	15	0.6
Orthopedically Impaired	89	0.1	61	68.5	27	30.3	0	0.0	1	1.1
Traumatic Brain Injury	38	0.0	24	63.2	13	34.2	1	2.6	0	0.0
Autistic	448	0.4	175	39.1	265	59.2	0	0.0	8	1.8
Severely/Profoundly Mentally Disabled	99	0.1	2	2.0	93	93.9	2	2.0	2	2.0
Multihandicapped	168	0.2	11	6.5	146	86.9	0	0.0	11	6.5
Deaf-Blind	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	335	0.3	4	1.2	324	96.7	1	0.3	6	1.8
Section 504	2,666	2.5	2,647	99.3	7	0.3	2	0.1	10	0.4

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 18. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 5 Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=107,417[1])	108,067	100.0	103,899	96.1	3,473	3.2	107	0.1	588	0.5
Female	52,801	48.9	51,185	96.9	1,316	2.5	37	0.1	263	0.5
Male	55,266	51.1	52,714	95.4	2,157	3.9	70	0.1	325	0.6
American Indian	1,636	1.5	1,578	96.5	55	3.4	0	0.0	3	0.2
Asian	2,097	1.9	1,974	94.1	99	4.7	1	0.0	23	1.1
Black	33,049	30.6	31,497	95.3	1,325	4.0	40	0.1	187	0.6
Hispanic	6,509	6.0	5,722	87.9	752	11.6	6	0.1	29	0.4
Multi-Racial	2,103	1.9	2,044	97.2	35	1.7	5	0.2	19	0.9
White	62,673	58.0	61,084	97.5	1,207	1.9	55	0.1	327	0.5
Title I	53,726	49.7	51,479	95.8	1,950	3.6	52	0.1	245	0.5
Schoolwide Title I Program	51,312	47.5	49,129	95.7	1,896	3.7	50	0.1	237	0.5
Targeted Assistance	2,109	2.0	2,072	98.2	28	1.3	2	0.1	7	0.3
Migrant	1,066	1.0	952	89.3	112	10.5	1	0.1	1	0.1
Limited English Proficient (LEP)	3,756	3.5	2,904	77.3	831	22.1	2	0.1	19	0.5
All Students with Disabilities	19,010	17.6	16,140	84.9	2,710	14.3	33	0.2	127	0.7
Behaviorally-Emotionally Disabled	1,243	1.2	1,104	88.8	125	10.1	10	0.8	4	0.3
Hearing Impaired	168	0.2	146	86.9	20	11.9	1	0.6	1	0.6
Educable Mentally Disabled	2,382	2.2	1,179	49.5	1,189	49.9	2	0.1	12	0.5
Specific Learning Disabled	7,950	7.4	7,585	95.4	313	3.9	10	0.1	42	0.5
Speech-Language Impaired	1,032	1.0	1,006	97.5	11	1.1	1	0.1	14	1.4
Visually Impaired	71	0.1	66	93.0	5	7.0	0	0.0	0	0.0
Other Health Impaired	2,320	2.1	2,129	91.8	172	7.4	4	0.2	15	0.6
Orthopedically Impaired	89	0.1	59	66.3	29	32.6	0	0.0	1	1.1
Traumatic Brain Injury	38	0.0	26	68.4	12	31.6	0	0.0	0	0.0
Autistic	448	0.4	177	39.5	263	58.7	0	0.0	8	1.8
Severely/Profoundly Mentally Disabled	99	0.1	2	2.0	93	93.9	2	2.0	2	2.0
Multihandicapped	168	0.2	11	6.5	146	86.9	0	0.0	11	6.5
Deaf-Blind	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	335	0.3	4	1.2	324	96.7	1	0.3	6	1.8
Section 504	2,666	2.5	2,646	99.2	7	0.3	2	0.1	11	0.4

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 19. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 6 Reading

Category	Reading									
							Not Tested			
	Number of Student Records ^{2}	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments ^{3}	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ^{4}	Percent Other
Total (Verified Membership=108,235[1])	108,399	100.0	104,678	96.6	3,217	3.0	296	0.3	208	0.2
Female	52,522	48.5	51,163	97.4	1,176	2.2	108	0.2	75	0.1
Male	55,876	51.5	53,515	95.8	2,041	3.7	187	0.3	133	0.2
American Indian	1,567	1.4	1,496	95.5	65	4.1	2	0.1	4	0.3
Asian	1,955	1.8	1,831	93.7	121	6.2	2	0.1	1	0.1
Black	33,367	30.8	31,988	95.9	1,194	3.6	120	0.4	65	0.2
Hispanic	6,051	5.6	5,224	86.3	789	13.0	28	0.5	10	0.2
Multi-Racial	1,901	1.8	1,866	98.2	28	1.5	6	0.3	1	0.1
White	63,558	58.6	62,273	98.0	1,020	1.6	138	0.2	127	0.2
Title I	22,833	21.1	21,852	95.7	891	3.9	59	0.3	31	0.1
Schoolwide Title I Program	21,556	19.9	20,676	95.9	796	3.7	56	0.3	28	0.1
Targeted Assistance	751	0.7	728	96.9	19	2.5	2	0.3	2	0.3
Migrant	921	0.8	792	86.0	126	13.7	2	0.2	1	0.1
Limited English Proficient (LEP)	3,202	3.0	2,324	72.6	860	26.9	15	0.5	3	0.1
All Students with Disabilities	18,056	16.7	15,482	85.7	2,383	13.2	96	0.5	95	0.5
Behaviorally-Emotionally Disabled	1,315	1.2	1,200	91.3	82	6.2	21	1.6	12	0.9
Hearing Impaired	171	0.2	138	80.7	29	17.0	2	1.2	2	1.2
Educable Mentally Disabled	2,463	2.3	1,441	58.5	1,008	40.9	11	0.4	3	0.1
Specific Learning Disabled	8,036	7.4	7,563	94.1	395	4.9	36	0.4	42	0.5
Speech-Language Impaired	400	0.4	385	96.3	8	2.0	2	0.5	5	1.3
Visually Impaired	64	0.1	59	92.2	4	6.3	1	1.6	0	0.0
Other Health Impaired	2,421	2.2	2,236	92.4	156	6.4	13	0.5	16	0.7
Orthopedically Impaired	54	0.0	41	75.9	13	24.1	0	0.0	0	0.0
Traumatic Brain Injury	50	0.0	31	62.0	19	38.0	0	0.0	0	0.0
Autistic	345	0.3	144	41.7	195	56.5	1	0.3	5	1.4
Severely/Profoundly Mentally Disabled	59	0.1	1	1.7	57	96.6	1	1.7	0	0.0
Multihandicapped	128	0.1	10	7.8	118	92.2	0	0.0	0	0.0
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	296	0.3	4	1.4	288	97.3	3	1.0	1	0.3
Section 504	2,250	2.1	2,227	99.0	9	0.4	5	0.2	9	0.4

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 20. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 6 Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=108,235[1])	108,399	100.0	104,852	96.7	3,034	2.8	302	0.3	211	0.2
Female	52,522	48.5	51,195	97.5	1,139	2.2	112	0.2	76	0.1
Male	55,876	51.5	53,657	96.0	1,895	3.4	189	0.3	135	0.2
American Indian	1,567	1.4	1,514	96.6	48	3.1	1	0.1	4	0.3
Asian	1,955	1.8	1,838	94.0	114	5.8	2	0.1	1	0.1
Black	33,367	30.8	32,031	96.0	1,148	3.4	124	0.4	64	0.2
Hispanic	6,051	5.6	5,274	87.2	734	12.1	31	0.5	12	0.2
Multi-Racial	1,901	1.8	1,868	98.3	26	1.4	6	0.3	1	0.1
White	63,558	58.6	62,327	98.1	964	1.5	138	0.2	129	0.2
Title I	22,833	21.1	21,917	96.0	824	3.6	60	0.3	32	0.1
Schoolwide Title I Program	21,556	19.9	20,736	96.2	735	3.4	57	0.3	28	0.1
Targeted Assistance	751	0.7	732	97.5	15	2.0	2	0.3	2	0.3
Migrant	921	0.8	796	86.4	121	13.1	2	0.2	2	0.2
Limited English Proficient (LEP)	3,202	3.0	2,373	74.1	810	25.3	14	0.4	5	0.2
All Students with Disabilities	18,056	16.7	15,615	86.5	2,241	12.4	104	0.6	96	0.5
Behaviorally-Emotionally Disabled	1,315	1.2	1,195	90.9	82	6.2	26	2.0	12	0.9
Hearing Impaired	171	0.2	142	83.0	25	14.6	2	1.2	2	1.2
Educable Mentally Disabled	2,463	2.3	1,456	59.1	989	40.2	15	0.6	3	0.1
Specific Learning Disabled	8,036	7.4	7,683	95.6	277	3.4	33	0.4	43	0.5
Speech-Language Impaired	400	0.4	386	96.5	7	1.8	2	0.5	5	1.3
Visually Impaired	64	0.1	59	92.2	4	6.3	1	1.6	0	0.0
Other Health Impaired	2,421	2.2	2,242	92.6	151	6.2	12	0.5	16	0.7
Orthopedically Impaired	54	0.0	41	75.9	13	24.1	0	0.0	0	0.0
Traumatic Brain Injury	50	0.0	31	62.0	19	38.0	0	0.0	0	0.0
Autistic	345	0.3	138	40.0	201	58.3	1	0.3	5	1.4
Severely/Profoundly Mentally Disabled	59	0.1	1	1.7	57	96.6	1	1.7	0	0.0
Multihandicapped	128	0.1	10	7.8	118	92.2	0	0.0	0	0.0
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	296	0.3	5	1.7	287	97.0	3	1.0	1	0.3
Section 504	2,250	2.1	2,224	98.8	9	0.4	8	0.4	9	0.4

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 21. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 7 Reading

Category	Reading									
							Not Tested			
	Number of Student Records [2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments [3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other [4]	Percent Other
Total (Verified Membership=108,341[1])	108,388	100.0	104,804	96.7	3,014	2.8	426	0.4	144	0.1
Female	52,452	48.4	51,157	97.5	1,072	2.0	160	0.3	63	0.1
Male	55,936	51.6	53,647	95.9	1,942	3.5	266	0.5	81	0.1
American Indian	1,507	1.4	1,431	95.0	64	4.2	8	0.5	4	0.3
Asian	2,049	1.9	1,925	93.9	120	5.9	4	0.2	0	0.0
Black	33,039	30.5	31,712	96.0	1,095	3.3	176	0.5	56	0.2
Hispanic	5,585	5.2	4,775	85.5	767	13.7	42	0.8	1	0.0
Multi-Racial	1,701	1.6	1,669	98.1	28	1.6	4	0.2	0	0.0
White	64,507	59.5	63,292	98.1	940	1.5	192	0.3	83	0.1
Title I	20,559	19.0	19,663	95.6	798	3.9	87	0.4	11	0.1
Schoolwide Title I Program	19,626	18.1	18,816	95.9	716	3.6	83	0.4	11	0.1
Targeted Assistance	652	0.6	632	96.9	18	2.8	2	0.3	0	0.0
Migrant	676	0.6	550	81.4	122	18.0	4	0.6	0	0.0
Limited English Proficient (LEP)	3,007	2.8	2,116	70.4	870	28.9	21	0.7	0	0.0
All Students with Disabilities	17,496	16.1	15,138	86.5	2,169	12.4	121	0.7	68	0.4
Behaviorally-Emotionally Disabled	1,363	1.3	1,243	91.2	80	5.9	32	2.3	8	0.6
Hearing Impaired	134	0.1	118	88.1	16	11.9	0	0.0	0	0.0
Educable Mentally Disabled	2,745	2.5	1,692	61.6	1,022	37.2	23	0.8	8	0.3
Specific Learning Disabled	7,809	7.2	7,413	94.9	332	4.3	43	0.6	21	0.3
Speech-Language Impaired	298	0.3	283	95.0	13	4.4	0	0.0	2	0.7
Visually Impaired	62	0.1	55	88.7	6	9.7	0	0.0	1	1.6
Other Health Impaired	2,284	2.1	2,145	93.9	123	5.4	11	0.5	5	0.2
Orthopedically Impaired	59	0.1	40	67.8	17	28.8	2	3.4	0	0.0
Traumatic Brain Injury	57	0.1	38	66.7	16	28.1	2	3.5	1	1.8
Autistic	298	0.3	109	36.6	187	62.8	0	0.0	2	0.7
Severely/Profoundly Mentally Disabled	45	0.0	0	0.0	40	88.9	1	2.2	4	8.9
Multihandicapped	103	0.1	10	9.7	90	87.4	1	1.0	2	1.9
Deaf-Blind	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	235	0.2	7	3.0	221	94.0	0	0.0	7	3.0
Section 504	2,003	1.8	1,985	99.1	5	0.2	6	0.3	7	0.3

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 22. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 7 Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=108,341[1])	108,388	100.0	105,002	96.9	2,811	2.6	429	0.4	146	0.1
Female	52,452	48.4	51,216	97.6	1,013	1.9	160	0.3	63	0.1
Male	55,936	51.6	53,786	96.2	1,798	3.2	269	0.5	83	0.1
American Indian	1,507	1.4	1,440	95.6	58	3.8	7	0.5	2	0.1
Asian	2,049	1.9	1,938	94.6	107	5.2	4	0.2	0	0.0
Black	33,039	30.5	31,771	96.2	1,042	3.2	170	0.5	56	0.2
Hispanic	5,585	5.2	4,837	86.6	705	12.6	42	0.8	1	0.0
Multi-Racial	1,701	1.6	1,669	98.1	25	1.5	6	0.4	1	0.1
White	64,507	59.5	63,347	98.2	874	1.4	200	0.3	86	0.1
Title I	20,559	19.0	19,716	95.9	748	3.6	83	0.4	12	0.1
Schoolwide Title I Program	19,626	18.1	18,863	96.1	671	3.4	80	0.4	12	0.1
Targeted Assistance	652	0.6	635	97.4	16	2.5	1	0.2	0	0.0
Migrant	676	0.6	554	82.0	119	17.6	3	0.4	0	0.0
Limited English Proficient (LEP)	3,007	2.8	2,187	72.7	800	26.6	20	0.7	0	0.0
All Students with Disabilities	17,496	16.1	15,279	87.3	2,030	11.6	115	0.7	72	0.4
Behaviorally-Emotionally Disabled	1,363	1.3	1,250	91.7	73	5.4	31	2.3	9	0.7
Hearing Impaired	134	0.1	118	88.1	16	11.9	0	0.0	0	0.0
Educable Mentally Disabled	2,745	2.5	1,721	62.7	993	36.2	22	0.8	9	0.3
Specific Learning Disabled	7,809	7.2	7,512	96.2	234	3.0	40	0.5	23	0.3
Speech-Language Impaired	298	0.3	281	94.3	13	4.4	2	0.7	2	0.7
Visually Impaired	62	0.1	55	88.7	6	9.7	0	0.0	1	1.6
Other Health Impaired	2,284	2.1	2,147	94.0	121	5.3	10	0.4	6	0.3
Orthopedically Impaired	59	0.1	40	67.8	18	30.5	1	1.7	0	0.0
Traumatic Brain Injury	57	0.1	40	70.2	15	26.3	1	1.8	1	1.8
Autistic	298	0.3	106	35.6	189	63.4	0	0.0	3	1.0
Severely/Profoundly Mentally Disabled	45	0.0	0	0.0	40	88.9	1	2.2	4	8.9
Multihandicapped	103	0.1	10	9.7	90	87.4	1	1.0	2	1.9
Deaf-Blind	1	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	235	0.2	8	3.4	220	93.6	0	0.0	7	3.0
Section 504	2,003	1.8	1,991	99.4	1	0.0	6	0.3	5	0.2

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 23. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 8 Reading

Category	Reading									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=107,454[1])	105,323	100.0	101,948	96.8	2,688	2.6	507	0.5	180	0.2
Female	52,049	49.4	50,744	97.5	1,011	1.9	211	0.4	83	0.2
Male	53,274	50.6	51,204	96.1	1,677	3.1	296	0.6	97	0.2
American Indian	1,458	1.4	1,383	94.9	65	4.5	8	0.5	2	0.1
Asian	2,036	1.9	1,928	94.7	104	5.1	2	0.1	2	0.1
Black	31,435	29.8	30,168	96.0	969	3.1	236	0.8	62	0.2
Hispanic	5,256	5.0	4,537	86.3	669	12.7	40	0.8	10	0.2
Multi-Racial	1,513	1.4	1,484	98.1	23	1.5	4	0.3	2	0.1
White	63,624	60.4	62,448	98.2	858	1.3	216	0.3	102	0.2
Title I	19,900	18.9	19,049	95.7	733	3.7	93	0.5	25	0.1
Schoolwide Title I Program	19,153	18.2	18,376	95.9	662	3.5	92	0.5	23	0.1
Targeted Assistance	527	0.5	507	96.2	17	3.2	1	0.2	2	0.4
Migrant	602	0.6	510	84.7	91	15.1	1	0.2	0	0.0
Limited English Proficient (LEP)	2,812	2.7	2,040	72.5	749	26.6	18	0.6	5	0.2
All Students with Disabilities	16,530	15.7	14,321	86.6	1,970	11.9	157	0.9	82	0.5
Behaviorally-Emotionally Disabled	1,369	1.3	1,247	91.1	73	5.3	47	3.4	2	0.1
Hearing Impaired	135	0.1	116	85.9	18	13.3	1	0.7	0	0.0
Educable Mentally Disabled	2,597	2.5	1,701	65.5	866	33.3	22	0.8	8	0.3
Specific Learning Disabled	7,496	7.1	7,154	95.4	264	3.5	58	0.8	20	0.3
Speech-Language Impaired	208	0.2	196	94.2	7	3.4	1	0.5	4	1.9
Visually Impaired	52	0.0	48	92.3	3	5.8	1	1.9	0	0.0
Other Health Impaired	1,940	1.8	1,838	94.7	79	4.1	14	0.7	9	0.5
Orthopedically Impaired	66	0.1	44	66.7	20	30.3	2	3.0	0	0.0
Traumatic Brain Injury	65	0.1	47	72.3	18	27.7	0	0.0	0	0.0
Autistic	273	0.3	115	42.1	155	56.8	0	0.0	3	1.1
Severely/Profoundly Mentally Disabled	74	0.1	0	0.0	64	86.5	0	0.0	10	13.5
Multihandicapped	145	0.1	19	13.1	114	78.6	2	1.4	10	6.9
Deaf-Blind	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	303	0.3	11	3.6	279	92.1	0	0.0	13	4.3
Section 504	1,807	1.7	1,785	98.8	10	0.6	9	0.5	3	0.2

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 24. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 8 Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[2]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[3]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[4]	Percent Other
Total (Verified Membership=107,454[1])	105,323	100.0	102,034	96.9	2,579	2.4	531	0.5	179	0.2
Female	52,049	49.4	50,757	97.5	980	1.9	229	0.4	83	0.2
Male	53,274	50.6	51,277	96.3	1,599	3.0	302	0.6	96	0.2
American Indian	1,458	1.4	1,390	95.3	55	3.8	11	0.8	2	0.1
Asian	2,036	1.9	1,936	95.1	96	4.7	2	0.1	2	0.1
Black	31,435	29.8	30,199	96.1	935	3.0	239	0.8	62	0.2
Hispanic	5,256	5.0	4,561	86.8	641	12.2	44	0.8	10	0.2
Multi-Racial	1,513	1.4	1,484	98.1	21	1.4	6	0.4	2	0.1
White	63,624	60.4	62,464	98.2	831	1.3	228	0.4	101	0.2
Title I	19,900	18.9	19,097	96.0	683	3.4	95	0.5	25	0.1
Schoolwide Title I Program	19,153	18.2	18,421	96.2	615	3.2	94	0.5	23	0.1
Targeted Assistance	527	0.5	507	96.2	17	3.2	1	0.2	2	0.4
Migrant	602	0.6	513	85.2	88	14.6	1	0.2	0	0.0
Limited English Proficient (LEP)	2,812	2.7	2,071	73.6	717	25.5	19	0.7	5	0.2
All Students with Disabilities	16,530	15.7	14,395	87.1	1,887	11.4	166	1.0	82	0.5
Behaviorally-Emotionally Disabled	1,369	1.3	1,244	90.9	73	5.3	50	3.7	2	0.1
Hearing Impaired	135	0.1	116	85.9	18	13.3	1	0.7	0	0.0
Educable Mentally Disabled	2,597	2.5	1,712	65.9	849	32.7	29	1.1	7	0.3
Specific Learning Disabled	7,496	7.1	7,219	96.3	198	2.6	58	0.8	21	0.3
Speech-Language Impaired	208	0.2	195	93.8	8	3.8	1	0.5	4	1.9
Visually Impaired	52	0.0	48	92.3	3	5.8	1	1.9	0	0.0
Other Health Impaired	1,940	1.8	1,837	94.7	80	4.1	14	0.7	9	0.5
Orthopedically Impaired	66	0.1	43	65.2	21	31.8	2	3.0	0	0.0
Traumatic Brain Injury	65	0.1	47	72.3	17	26.2	1	1.5	0	0.0
Autistic	273	0.3	116	42.5	155	56.8	0	0.0	2	0.7
Severely/Profoundly Mentally Disabled	74	0.1	0	0.0	64	86.5	0	0.0	10	13.5
Multihandicapped	145	0.1	20	13.8	114	78.6	1	0.7	10	6.9
Deaf-Blind	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	303	0.3	11	3.6	279	92.1	0	0.0	13	4.3
Section 504	1,807	1.7	1,787	98.9	8	0.4	8	0.4	4	0.2

Notes: [1] The "Verified Membership" for the end-of-grade tests is the total number of students enrolled in the grade represented by the number of unique students on the school system's Masterbuild file at the time of the actual test administration.

[2] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[3] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[4] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2002-03 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 25. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	102,241	100.0	79.5	247.9	253.3
Gender					
Male	52,146	51.0	77.2	247.1	253.4
Female	50,094	49.0	81.8	248.7	253.2
Not Coded	1	0.0	*	*	*
Ethnic Group					
American Indian	1,533	1.5	71.5	245.6	251.4
Asian	1,997	2.0	85.8	249.4	256.2
Black	30,809	30.1	65.3	243.8	250.0
Hispanic	6,495	6.4	81.4	244.2	251.7
Multi-Racial	2,505	2.5	70.5	248.3	253.5
White	58,901	57.6	87.8	250.4	255.1
Not Coded	1	0.0	*	*	*
Parental Education					
Did not finish high school	10,841	10.6	57.3	241.8	249.4
High school graduate	42,245	41.3	73.2	245.6	251.6
Some additional education but did not graduate	8,454	8.3	82.0	248.0	253.1
Community or junior college	11,953	11.7	85.6	249.0	254.0
Trade/business school	3,140	3.1	87.4	249.6	254.4
Four-year college degree	20,874	20.4	94.3	253.1	257.1
Graduate school	4,336	4.2	96.9	255.6	259.2
Not Coded	398	0.4	79.9	248.1	253.9
Hours of Homework (per week)					
None assigned	1,964	1.9	54.9	242.2	248.8
1 hour or less	31,054	30.4	77.9	246.9	252.4
Between 1-3 hours	29,583	28.9	81.5	248.4	253.7
More than 3, less than 5 hours	17,789	17.4	82.7	249.2	254.3
Between 5-10 hours	14,284	14.0	82.8	249.2	254.5
More than 10 hours	5,608	5.5	77.6	247.2	253.0
Assigned but not done	1,547	1.5	43.8	239.4	247.3
Not Coded	412	0.4	63.4	244.4	250.5
Hours Watching TV (each school day)					
No TV watched each day	8,879	8.7	72.1	246.4	252.0
1 hour or less	35,939	35.2	81.6	248.5	253.7
2 hours	21,614	21.1	81.8	248.6	253.9
3 hours	14,286	14.0	81.7	248.3	253.6
4 to 5 hours	10,362	10.1	80.3	247.8	253.3
6 hours or more	10,659	10.4	70.4	245.1	251.3
Not Coded	502	0.5	64.0	244.3	250.5
Free Time Spent Reading in a Week					
None	6,634	6.5	67.3	244.3	251.0
About 30 minutes	50,415	49.3	77.2	246.7	252.5
About one hour	22,110	21.6	83.6	249.2	254.3
Between 1 and 2 hours	12,910	12.6	86.6	250.9	255.4
More than 2 hours	9,578	9.4	81.3	249.5	253.9
Not Coded	594	0.6	64.2	244.7	250.6
Read and write answers to teacher's questions for reading homework					
Yes	56,887	55.6	79.6	247.8	253.3
We read but do not have questions to answer for reading homework					
Yes	26,779	26.2	83.6	249.4	254.4
We choose what to read and report back to teacher or class					
Yes	26,494	25.9	78.7	247.9	253.5
We choose what to read but do not report back to teacher or class					
Yes	17,705	17.3	81.4	248.9	254.3
Other kinds of reading work for homework					
Yes	32,366	31.7	85.0	249.4	254.4

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 25. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students (continued)

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Solve Mathematics Problems					
Not asked for explanation of solution	1,937	1.9	62.4	243.7	250.4
Once or twice a month asked for solution	6,091	6.0	74.7	246.9	252.6
About once a week asked for solution	14,111	13.8	79.0	247.9	253.3
Almost everyday asked for solution	79,233	77.5	80.5	248.1	253.4
Not Coded	869	0.8	65.8	244.7	250.7
Calculator Use in Math Class					
Never use	6,091	6.0	70.4	245.8	251.6
Hardly ever use	40,011	39.1	83.7	249.0	253.9
1-2 times per month	16,377	16.0	81.4	248.6	253.9
1-2 times per week	24,643	24.1	79.5	247.7	253.3
Almost every day	14,496	14.2	69.9	245.3	251.7
Not Coded	623	0.6	62.8	244.2	250.5
Computer Use at Home					
Almost every day	6,876	6.7	63.6	243.9	250.4
1-2 times per week	8,373	8.2	76.4	247.0	252.8
1-2 times per month	7,281	7.1	84.7	249.9	254.9
Hardly ever	27,288	26.7	84.2	249.4	254.4
Never (owns computer)	33,929	33.2	84.7	249.1	254.1
No computer at home	17,836	17.4	67.9	244.3	250.7
Not Coded	658	0.6	67.6	245.2	251.3
Testing Cycle					
Traditional, regular program	95,409	93.3	79.4	247.8	253.3
Year-round school	6,521	6.4	80.3	248.5	253.8
Not Coded	311	0.3	74.9	246.0	251.7
Student Took Makeup Test					
Yes	1,959	1.9	68.9	245.6	251.5
Misadministration					
Yes	290	0.3	58.1	242.6	250.0
National School Lunch Program					
Free lunch	39,238	38.4	66.0	243.8	250.4
Reduced price lunch	9,177	9.0	77.6	246.6	252.4
Full pay	53,822	52.6	89.6	251.0	255.5
Not Coded	4	0.0	*	*	*
LEP Status					
Limited English Proficient 2 years or less	931	0.9	62.2	242.0	251.1
Limited English Proficient greater than 2 years	3,441	3.4	61.0	241.8	250.7
Exited LEP 1 year or less	490	0.5	89.3	247.8	254.1
Exited LEP greater than 1 year, less or equal to 2	445	0.4	86.7	248.2	254.4
Exited LEP greater than 2 years	790	0.8	83.2	247.3	253.8
Never identified as LEP	96,142	94.0	80.2	248.1	253.4
Not Coded	2	0.0	*	*	*
Anticipated Reading Grade					
A	26,223	25.6	99.0	255.9	259.0
B	36,312	35.5	91.3	249.3	254.0
C	26,482	25.9	67.6	243.3	250.2
D	10,188	10.0	35.6	238.0	247.0
F	2,986	2.9	17.4	234.6	244.5
Not Coded	50	0.0	65.2	245.2	250.0
Teacher Judgement of Reading Achievement Level					
Level I	6,596	6.5	15.1	233.9	244.6
Level II	22,730	22.2	53.0	240.9	248.7
Level III	47,661	46.6	90.7	248.8	253.7
Level IV	24,859	24.3	99.5	256.3	259.2
Not Clear	184	0.2	54.1	241.6	248.4
Not Coded	211	0.2	39.6	238.6	247.2

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 26. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	100,351	100.0	82.7	252.4	259.1
Gender					
Male	50,947	50.8	80.1	251.6	259.1
Female	49,404	49.2	85.4	253.1	259.1
Ethnic Group					
American Indian	1,447	1.4	75.3	249.7	256.2
Asian	1,938	1.9	87.6	253.8	262.4
Black	30,282	30.2	71.2	248.5	255.2
Hispanic	5,721	5.7	72.4	248.7	257.1
Multi-Racial	2,260	2.3	84.8	252.6	259.1
White	58,703	58.5	89.6	254.7	261.2
Parental Education					
Did not finish high school	9,901	9.9	61.0	246.1	254.1
High school graduate	41,011	40.9	77.3	250.0	256.9
Some additional education but did not graduate	8,370	8.3	84.6	252.3	258.8
Community or junior college	11,864	11.8	87.9	253.4	259.8
Trade/business school	3,136	3.1	89.2	253.7	260.3
Four-year college degree	21,187	21.1	95.3	257.4	263.5
Graduate school	4,479	4.5	98.2	260.3	266.1
Not Coded	403	0.4	84.6	252.6	259.4
Hours of Homework (per week)					
None assigned	1,221	1.2	61.0	246.6	253.7
1 hour or less	28,604	28.5	78.7	250.7	257.3
Between 1-3 hours	33,260	33.1	84.5	252.7	259.4
More than 3, less than 5 hours	17,841	17.8	86.1	253.9	260.6
Between 5-10 hours	13,889	13.8	87.4	254.1	260.9
More than 10 hours	4,106	4.1	81.3	252.0	259.1
Assigned but not done	1,030	1.0	45.5	243.7	251.7
Not Coded	400	0.4	74.9	250.9	256.9
Hours Watching TV (each school day)					
No TV watched each day	6,430	6.4	77.0	251.8	258.2
1 hour or less	32,104	32.0	83.8	252.9	259.5
2 hours	23,449	23.4	85.6	253.3	260.0
3 hours	16,196	16.1	84.3	252.6	259.4
4 to 5 hours	11,612	11.6	83.5	251.9	258.7
6 hours or more	10,112	10.1	73.2	248.9	256.0
Not Coded	448	0.4	74.3	250.4	256.4
Free Time Spent Reading in a Week					
None	6,433	6.4	70.4	248.3	256.0
About 30 minutes	46,565	46.4	78.9	250.7	257.8
About one hour	23,814	23.7	87.2	253.7	260.3
Between 1 and 2 hours	14,430	14.4	90.2	255.5	261.7
More than 2 hours	8,609	8.6	88.1	255.3	260.6
Not Coded	500	0.5	74.3	250.6	256.7
Read and write answers to teacher's questions for reading homework					
Yes	54,824	54.6	83.0	252.4	259.2
We read but do not have questions to answer for reading homework					
Yes	25,502	25.4	86.7	253.9	260.5
We choose what to read and report back to teacher or class					
Yes	24,270	24.2	83.9	253.2	260.0
We choose what to read but do not report back to teacher or class					
Yes	16,187	16.1	86.0	253.9	260.7
Other kinds of reading work for homework					
Yes	36,469	36.3	86.4	253.5	260.1

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 26. 2002-03 End-of-Grade Multiple-Choice Test Results Characteristics and Performance of Grade 4 Students (continued)

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Solve Mathematics Problems					
Not asked for explanation of solution	1,356	1.4	67.3	248.7	255.6
Once or twice a month asked for solution	4,362	4.3	78.0	251.3	258.0
About once a week asked for solution	12,668	12.6	82.6	252.5	259.1
Almost everyday asked for solution	81,309	81.0	83.3	252.5	259.2
Not Coded	656	0.7	72.5	249.7	256.3
Calculator Use in Math Class					
Never use	5,108	5.1	74.1	250.0	256.7
Hardly ever use	37,790	37.7	83.6	252.5	259.0
1-2 times per month	15,145	15.1	85.9	253.7	260.3
1-2 times per week	26,829	26.7	83.7	252.6	259.4
Almost every day	14,937	14.9	78.8	251.0	258.2
Not Coded	542	0.5	73.4	250.5	256.7
Computer Use at Home					
Almost every day	5,600	5.6	70.8	249.4	256.5
1-2 times per week	9,689	9.7	83.2	252.8	259.6
1-2 times per month	11,542	11.5	89.9	255.2	261.6
Hardly ever	30,271	30.2	86.8	253.9	260.4
Never (owns computer)	26,739	26.6	84.3	252.2	258.8
No computer at home	15,940	15.9	71.2	248.6	255.7
Not Coded	570	0.6	74.6	250.7	256.9
Testing Cycle					
Traditional, regular program	93,776	93.4	82.7	252.3	259.0
Year-round school	6,285	6.3	83.3	252.8	259.3
Not Coded	290	0.3	83.7	253.2	259.9
Student Took Makeup Test					
Yes	1,828	1.8	72.7	249.9	256.8
Misadministration					
Yes	329	0.3	68.8	247.8	255.5
National School Lunch Program					
Free lunch	37,289	37.2	70.5	248.3	255.5
Reduced price lunch	9,046	9.0	81.4	251.1	257.9
Full pay	54,013	53.8	91.3	255.4	261.7
Not Coded	3	0.0	*	*	*
LEP Status					
Limited English Proficient 2 years or less	731	0.7	61.7	245.7	255.1
Limited English Proficient greater than 2 years	2,586	2.6	59.7	245.7	255.5
Exited LEP 1 year or less	437	0.4	85.7	251.2	259.2
Exited LEP more than 1 yr., less or equal to 2	478	0.5	85.3	251.9	259.9
Exited LEP greater than 2 years	985	1.0	85.6	252.0	260.0
Never identified as LEP	95,133	94.8	83.4	252.6	259.2
Not Coded	1	0.0	*	*	*
Anticipated Reading Grade					
A	26,215	26.1	99.0	260.0	265.6
B	36,033	35.9	91.8	253.3	259.6
C	27,053	27.0	71.5	247.6	255.1
D	8,824	8.8	44.5	243.0	251.6
F	2,176	2.2	29.9	240.9	249.7
Not Coded	50	0.0	75.6	250.4	256.2
Teacher Judgement of Reading Achievement Level					
Level I	4,979	5.0	22.3	239.2	248.7
Level II	21,900	21.8	57.8	245.2	253.4
Level III	46,171	46.0	91.5	252.6	259.0
Level IV	26,903	26.8	99.4	260.2	265.8
Not Clear	251	0.3	56.0	244.8	252.4
Not Coded	147	0.1	45.8	245.0	253.0

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 27. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	103,464	100.0	85.8	256.9	262.3
Gender					
Male	52,362	50.6	83.6	256.2	262.1
Female	51,102	49.4	88.0	257.6	262.4
Ethnic Group					
American Indian	1,566	1.5	74.8	253.3	258.3
Asian	1,958	1.9	91.5	258.1	266.7
Black	31,330	30.3	74.7	253.0	257.7
Hispanic	5,650	5.5	77.7	253.4	259.8
Multi-Racial	2,040	2.0	88.4	257.5	262.5
White	60,920	58.9	92.2	259.2	264.8
Parental Education					
Did not finish high school	10,266	9.9	67.1	251.1	256.6
High school graduate	41,771	40.4	80.8	254.6	259.5
Some additional education but did not graduate	8,494	8.2	87.2	256.8	261.9
Community or junior college	12,496	12.1	91.3	258.0	263.2
Trade/business school	3,398	3.3	92.5	258.4	263.7
Four-year college degree	21,656	20.9	96.5	261.5	267.7
Graduate school	4,908	4.7	98.3	264.2	271.0
Not Coded	475	0.5	83.7	256.2	262.1
Hours of Homework (per week)					
None assigned	1,039	1.0	65.4	251.8	256.1
1 hour or less	27,868	26.9	80.8	255.0	259.8
Between 1-3 hours	39,728	38.4	87.6	257.2	262.5
More than 3, less than 5 hours	17,347	16.8	89.2	258.5	264.3
Between 5-10 hours	13,261	12.8	90.7	258.9	265.1
More than 10 hours	2,958	2.9	83.9	256.5	262.3
Assigned but not done	924	0.9	51.0	248.9	253.8
Not Coded	339	0.3	80.9	255.1	262.6
Hours Watching TV (each school day)					
No TV watched each day	5,046	4.9	80.3	256.8	262.2
1 hour or less	29,168	28.2	86.6	257.5	262.9
2 hours	26,114	25.2	89.0	257.9	263.5
3 hours	19,345	18.7	87.8	257.0	262.4
4 to 5 hours	13,580	13.1	85.2	256.0	261.2
6 hours or more	9,843	9.5	74.4	253.2	258.0
Not Coded	368	0.4	79.7	254.9	262.2
Free Time Spent Reading in a Week					
None	7,156	6.9	72.2	252.8	258.2
About 30 minutes	47,772	46.2	82.5	255.4	260.8
About one hour	25,366	24.5	90.1	258.1	263.8
Between 1 and 2 hours	15,331	14.8	92.7	259.8	265.2
More than 2 hours	7,430	7.2	90.6	260.0	264.5
Not Coded	409	0.4	80.0	255.3	262.2
Read and write answers to teacher's questions for reading homework					
Yes	58,565	56.6	86.0	257.0	262.4
We read but do not have questions to answer for reading homework					
Yes	23,240	22.5	89.6	258.4	264.2
We choose what to read and report back to teacher or class					
Yes	22,174	21.4	87.4	257.9	263.7
We choose what to read but do not report back to teacher or class					
Yes	15,462	14.9	90.2	258.9	264.8
Other kinds of reading work for homework					
Yes	42,642	41.2	89.3	257.9	263.5

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 27. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students (continued)

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Solve Mathematics Problems					
Not asked for explanation of solution	1,151	1.1	67.3	252.8	257.3
Once or twice a month asked for solution	3,790	3.7	79.6	255.6	260.8
About once a week asked for solution	12,385	12.0	85.2	256.7	262.1
Almost everyday asked for solution	85,588	82.7	86.4	257.0	262.4
Not Coded	550	0.5	78.5	255.1	261.8
Calculator Use in Math Class					
Never use	2,604	2.5	73.1	254.2	258.9
Hardly ever use	25,809	24.9	84.1	256.4	261.3
1-2 times per month	13,044	12.6	88.9	258.2	263.7
1-2 times per week	34,882	33.7	87.8	257.4	262.9
Almost every day	26,706	25.8	84.5	256.3	261.9
Not Coded	419	0.4	79.9	254.9	262.1
Computer Use at Home					
Almost every day	5,247	5.1	77.8	254.9	260.3
1-2 times per week	11,563	11.2	87.8	257.9	263.5
1-2 times per month	16,652	16.1	92.8	259.7	265.6
Hardly ever	32,286	31.2	88.9	258.1	263.5
Never (owns computer)	21,792	21.1	84.8	255.7	260.7
No computer at home	15,480	15.0	74.1	252.9	257.9
Not Coded	444	0.4	80.9	255.5	262.1
Testing Cycle					
Traditional, regular program	96,639	93.4	85.8	256.9	262.2
Year-round school	6,056	5.9	85.8	257.3	262.9
Not Coded	769	0.7	79.0	255.3	260.9
Student Took Makeup Test					
Yes	1,737	1.7	76.2	254.7	260.1
Misadministration					
Yes	636	0.6	77.2	257.1	263.1
National School Lunch Program					
Free lunch	38,180	36.9	74.4	252.9	257.9
Reduced price lunch	9,230	8.9	85.1	255.6	260.8
Full pay	56,054	54.2	93.6	259.8	265.5
LEP Status					
Limited English Proficient 2 years or less	648	0.6	62.5	249.8	257.7
Limited English Proficient greater than 2 years	2,174	2.1	64.6	249.9	257.2
Exited LEP 1 year or less	450	0.4	87.8	254.9	262.3
Exited LEP greater than 1 year, less or equal to 2	501	0.5	86.1	254.9	261.7
Exited LEP greater than 2 years	1,226	1.2	90.2	256.4	263.1
Never identified as LEP	98,465	95.2	86.3	257.1	262.4
Anticipated Reading Grade					
A	26,446	25.6	99.1	263.9	270.3
B	36,122	34.9	93.8	257.8	263.0
C	27,850	26.9	77.9	252.8	257.7
D	10,083	9.7	55.9	249.0	254.2
F	2,892	2.8	41.6	246.9	252.3
Not Coded	71	0.1	81.7	257.8	262.6
Teacher Judgement of Reading Achievement Level					
Level I	4,676	4.5	25.5	244.3	250.3
Level II	20,815	20.1	62.4	249.8	254.9
Level III	48,759	47.1	93.5	256.8	261.7
Level IV	28,824	27.9	99.6	264.2	270.6
Not Clear	218	0.2	62.7	250.1	255.7
Not Coded	172	0.2	60.4	252.3	257.7

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 28. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	104,678	100.0	79.1	258.7	265.8
Gender					
Male	53,515	51.1	75.6	257.9	265.4
Female	51,163	48.9	82.7	259.7	266.2
Ethnic Group					
American Indian	1,496	1.4	68.6	255.4	262.1
Asian	1,831	1.7	84.2	260.1	270.5
Black	31,988	30.6	64.1	254.6	261.0
Hispanic	5,224	5.0	67.5	255.1	262.9
Multi-Racial	1,866	1.8	82.9	259.4	266.1
White	62,273	59.5	87.7	261.2	268.5
Parental Education					
Did not finish high school	8,967	8.6	55.8	252.8	259.7
High school graduate	42,062	40.2	71.6	256.2	262.9
Some additional education but did not graduate	8,567	8.2	81.0	258.7	265.5
Community or junior college	12,370	11.8	84.7	259.6	266.6
Trade/business school	3,156	3.0	85.7	260.1	267.4
Four-year college degree	23,529	22.5	93.2	263.4	271.1
Graduate school	5,282	5.0	95.5	265.7	273.9
Not Coded	745	0.7	73.7	258.3	264.9
Hours of Homework (per week)					
None assigned	1,461	1.4	44.4	250.8	257.1
1 hour or less	30,310	29.0	71.9	256.6	263.2
Between 1-3 hours	45,809	43.8	82.2	259.3	266.3
More than 3, less than 5 hours	14,557	13.9	85.8	261.1	268.8
Between 5-10 hours	9,073	8.7	88.2	262.1	270.1
More than 10 hours	1,637	1.6	81.0	259.8	267.5
Assigned but not done	1,360	1.3	42.1	250.5	256.9
Not Coded	471	0.4	60.5	254.0	261.6
Hours Watching TV (each school day)					
No TV watched each day	4,034	3.9	72.2	258.4	265.4
1 hour or less	25,530	24.4	80.9	259.8	267.0
2 hours	27,376	26.2	84.1	260.1	267.4
3 hours	21,324	20.4	80.4	258.7	265.8
4 to 5 hours	15,515	14.8	77.9	257.6	264.4
6 hours or more	10,413	9.9	63.7	254.6	261.2
Not Coded	486	0.5	60.9	254.1	261.5
Free Time Spent Reading in a Week					
None	10,625	10.2	64.4	254.8	262.2
About 30 minutes	50,865	48.6	76.5	257.8	265.1
About one hour	23,373	22.3	84.3	260.1	267.2
Between 1 and 2 hours	12,908	12.3	88.6	261.9	268.5
More than 2 hours	6,375	6.1	86.9	262.2	267.7
Not Coded	532	0.5	61.8	254.2	261.6
Read and write answers to teacher's questions for reading homework					
Yes	59,262	56.6	79.4	258.9	266.0
We read but do not have questions to answer for reading homework					
Yes	16,120	15.4	83.9	260.5	268.0
We choose what to read and report back to teacher or class					
Yes	16,496	15.8	82.1	260.2	267.9
We choose what to read but do not report back to teacher or class					
Yes	10,428	10.0	85.3	261.1	269.0
Other kinds of reading work for homework					
Yes	39,061	37.3	83.0	259.8	267.0

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 28. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students (continued)

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Solve Mathematics Problems					
Not asked for explanation of solution	1,834	1.8	59.9	254.7	261.0
Once or twice a month asked for solution	4,576	4.4	73.2	257.3	264.1
About once a week asked for solution	14,076	13.4	77.4	258.4	265.2
Almost everyday asked for solution	83,553	79.8	80.2	259.0	266.1
Not Coded	639	0.6	61.7	254.3	261.8
Calculator Use in Math Class					
Never use	2,188	2.1	58.7	254.3	260.4
Hardly ever use	19,626	18.7	75.3	257.7	264.2
1-2 times per month	11,901	11.4	82.0	259.6	266.6
1-2 times per week	37,201	35.5	81.6	259.3	266.4
Almost every day	33,185	31.7	79.0	258.8	266.3
Not Coded	577	0.6	62.1	254.3	261.6
Computer Use at Home					
Almost every day	6,613	6.3	71.5	257.0	263.9
1-2 times per week	14,405	13.8	83.3	260.4	267.9
1-2 times per month	21,192	20.2	88.4	261.6	269.0
Hardly ever	31,573	30.2	82.2	259.4	266.5
Never (owns computer)	15,894	15.2	74.0	256.9	263.5
No computer at home	14,442	13.8	63.7	254.5	261.2
Not Coded	559	0.5	64.7	254.8	262.1
Testing Cycle					
Traditional, regular program	99,546	95.1	79.0	258.7	265.8
Year-round school	4,491	4.3	80.0	259.4	266.0
Not Coded	641	0.6	80.3	259.2	265.9
Student Took Makeup Test					
Yes	2,074	2.0	61.6	255.0	261.9
Misadministration					
Yes	264	0.3	70.3	255.3	262.0
National School Lunch Program					
Free lunch	36,762	35.1	63.2	254.4	261.1
Reduced price lunch	8,983	8.6	77.3	257.4	264.3
Full pay	58,932	56.3	89.2	261.7	269.0
Not Coded	1	0.0	*	*	*
LEP Status					
Limited English Proficient 2 years or less	556	0.5	46.3	250.7	260.5
Limited English Proficient greater than 2 years	1,768	1.7	49.0	251.0	260.0
Exited LEP 1 year or less	374	0.4	70.0	255.6	264.1
Exited LEP greater than 1 year, less or equal to 2	346	0.3	78.0	256.4	265.3
Exited LEP greater than 2 years	1,044	1.0	80.9	257.5	266.1
Never identified as LEP	100,585	96.1	79.8	259.0	266.0
Not Coded	5	0.0	*	*	*
Anticipated Reading Grade					
A	25,878	24.7	96.9	265.5	273.6
B	33,635	32.1	87.4	259.8	266.8
C	27,157	25.9	69.7	255.3	261.9
D	12,315	11.8	55.4	252.7	259.3
F	5,535	5.3	43.8	251.1	257.6
Not Coded	158	0.2	57.1	254.6	260.2
Teacher Judgement of Reading Achievement Level					
Level I	5,142	4.9	20.8	246.2	253.8
Level II	20,908	20.0	48.6	251.6	258.3
Level III	46,345	44.3	85.9	258.4	265.1
Level IV	31,635	30.2	99.0	266.1	274.0
Not Clear	344	0.3	50.9	252.3	258.9
Not Coded	304	0.3	56.9	253.9	260.3

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 29. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	104,804	100.0	78.3	261.2	268.3
Gender					
Male	53,647	51.2	75.5	260.3	268.0
Female	51,157	48.8	81.2	262.0	268.6
Ethnic Group					
American Indian	1,431	1.4	70.9	258.3	264.6
Asian	1,925	1.8	87.1	263.3	274.5
Black	31,712	30.3	62.5	256.7	262.6
Hispanic	4,775	4.6	65.0	257.0	264.3
Multi-Racial	1,669	1.6	82.5	262.1	268.6
White	63,292	60.4	87.0	263.6	271.4
Parental Education					
Did not finish high school	8,377	8.0	53.3	254.6	261.0
High school graduate	41,614	39.7	69.8	258.4	264.6
Some additional education but did not graduate	8,792	8.4	80.9	261.2	267.8
Community or junior college	12,399	11.8	84.6	262.2	269.2
Trade/business school	2,966	2.8	85.3	262.5	269.9
Four-year college degree	24,114	23.0	92.7	265.9	274.4
Graduate school	5,842	5.6	95.1	268.2	278.3
Not Coded	700	0.7	71.0	260.2	267.2
Hours of Homework (per week)					
None assigned	1,691	1.6	39.5	252.5	258.6
1 hour or less	29,320	28.0	70.5	258.8	265.2
Between 1-3 hours	46,900	44.8	80.9	261.5	268.5
More than 3, less than 5 hours	14,635	14.0	86.9	263.8	272.1
Between 5-10 hours	8,541	8.1	90.1	265.4	274.4
More than 10 hours	1,469	1.4	83.7	264.0	273.1
Assigned but not done	1,789	1.7	46.3	254.1	260.4
Not Coded	459	0.4	55.0	255.8	262.0
Hours Watching TV (each school day)					
No TV watched each day	3,586	3.4	72.8	261.1	268.7
1 hour or less	23,531	22.5	80.8	262.4	270.3
2 hours	27,569	26.3	83.5	262.7	270.3
3 hours	22,721	21.7	80.0	261.2	268.1
4 to 5 hours	16,442	15.7	75.6	259.7	266.2
6 hours or more	10,450	10.0	62.0	256.7	262.7
Not Coded	505	0.5	54.6	255.8	261.8
Free Time Spent Reading in a Week					
None	13,060	12.5	65.5	257.4	264.6
About 30 minutes	50,288	48.0	76.6	260.4	267.8
About one hour	22,700	21.7	83.2	262.5	269.7
Between 1 and 2 hours	12,065	11.5	87.3	264.2	271.1
More than 2 hours	6,155	5.9	85.4	264.6	270.1
Not Coded	536	0.5	58.6	256.4	262.5
Read and write answers to teacher's questions for reading homework					
Yes	58,802	56.1	78.5	261.4	268.5
We read but do not have questions to answer for reading homework					
Yes	13,803	13.2	83.6	262.9	271.1
We choose what to read and report back to teacher or class					
Yes	16,460	15.7	83.6	263.2	271.5
We choose what to read but do not report back to teacher or class					
Yes	9,702	9.3	85.7	263.7	272.2
Other kinds of reading work for homework					
Yes	37,128	35.4	81.6	261.9	269.3

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 29. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students (continued)

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Solve Mathematics Problems					
Not asked for explanation of solution	2,609	2.5	60.5	257.7	263.9
Once or twice a month asked for solution	5,256	5.0	71.6	259.8	266.6
About once a week asked for solution	14,754	14.1	76.3	260.7	267.9
Almost everyday asked for solution	81,531	77.8	79.8	261.5	268.7
Not Coded	654	0.6	56.6	256.0	262.2
Calculator Use in Math Class					
Never use	1,276	1.2	47.4	254.5	260.4
Hardly ever use	8,240	7.9	64.4	258.1	264.2
1-2 times per month	5,299	5.1	73.8	260.2	267.0
1-2 times per week	27,921	26.6	78.9	261.2	268.2
Almost every day	61,499	58.7	81.1	261.8	269.3
Not Coded	569	0.5	57.7	256.5	262.4
Computer Use at Home					
Almost every day	8,003	7.6	74.7	260.3	267.4
1-2 times per week	17,418	16.6	84.6	263.3	271.4
1-2 times per month	23,771	22.7	87.8	263.9	271.8
Hardly ever	28,899	27.6	80.5	261.5	268.4
Never (owns computer)	12,924	12.3	69.7	258.4	264.5
No computer at home	13,206	12.6	59.0	256.0	262.1
Not Coded	583	0.6	59.9	256.7	262.9
Testing Cycle					
Traditional, regular program	99,894	95.3	78.3	261.1	268.3
Year-round school	4,240	4.0	77.7	261.6	267.9
Not Coded	670	0.6	77.8	261.5	269.4
Student Took Makeup Test					
Yes	2,586	2.5	58.1	257.0	263.2
Misadministration		0.0			
Yes	175	0.2	40.0	255.8	261.3
National School Lunch Program					
Free lunch	34,583	33.0	61.2	256.4	262.5
Reduced price lunch	9,050	8.6	75.9	259.6	266.1
Full pay	61,170	58.4	88.2	264.1	271.9
Not Coded	1	0.0	*	*	*
LEP Status					
Limited English Proficient 2 years or less	560	0.5	42.7	251.5	260.4
Limited English Proficient greater than 2 years	1,556	1.5	48.9	252.8	261.2
Exited LEP 1 year or less	258	0.2	82.8	258.6	267.3
Exited LEP greater than 1 year, less or equal to 2	289	0.3	76.1	259.0	266.2
Exited LEP greater than 2 years	1,078	1.0	76.4	259.6	267.6
Never identified as LEP	101,061	96.4	78.9	261.4	268.5
Not Coded	2	0.0	*	*	*
Anticipated Reading Grade					
A	23,908	22.8	96.8	268.3	278.0
B	33,483	31.9	87.1	262.5	269.4
C	28,114	26.8	69.7	257.8	264.0
D	12,983	12.4	55.7	255.2	261.2
F	6,208	5.9	45.8	253.7	259.6
Not Coded	108	0.1	61.2	257.0	263.2
Teacher Judgement of Reading Achievement Level					
Level I	5,896	5.6	23.2	248.6	255.6
Level II	23,449	22.4	50.8	254.1	260.3
Level III	45,939	43.8	86.7	261.5	267.8
Level IV	28,863	27.5	99.0	269.0	278.5
Not Clear	321	0.3	45.9	254.1	259.0
Not Coded	336	0.3	55.9	256.2	262.0

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 30. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
All Students	101,948	100.0	79.9	263.9	271.7
Gender					
Male	51,204	50.2	77.6	263.2	271.6
Female	50,744	49.8	82.3	264.7	271.9
Ethnic Group					
American Indian	1,383	1.4	72.6	261.2	268.5
Asian	1,928	1.9	87.9	265.4	277.5
Black	30,168	29.6	63.9	259.4	265.8
Hispanic	4,537	4.5	66.2	259.2	267.9
Multi-Racial	1,484	1.5	83.9	264.7	271.7
White	62,448	61.3	88.5	266.5	274.8
Parental Education					
Did not finish high school	8,244	8.1	53.6	256.9	264.3
High school graduate	37,612	36.9	71.1	261.0	268.1
Some additional education but did not graduate	8,633	8.5	82.6	264.0	271.2
Community or junior college	13,818	13.6	86.6	265.0	272.6
Trade/business school	2,970	2.9	87.6	265.5	273.4
Four-year college degree	23,959	23.5	93.1	268.4	277.2
Graduate school	6,178	6.1	95.9	271.1	281.2
Not Coded	534	0.5	66.1	261.7	268.8
Hours of Homework (per week)					
None assigned	1,904	1.9	42.4	255.3	261.9
1 hour or less	26,037	25.5	70.8	261.3	268.4
Between 1-3 hours	46,430	45.5	82.0	264.1	271.7
More than 3, less than 5 hours	15,220	14.9	89.0	266.8	275.4
Between 5-10 hours	8,748	8.6	92.4	268.6	278.2
More than 10 hours	1,472	1.4	88.4	268.3	278.5
Assigned but not done	1,754	1.7	58.3	259.0	266.6
Not Coded	383	0.4	58.5	258.8	265.3
Hours Watching TV (each school day)					
No TV watched each day	3,141	3.1	72.9	263.7	271.9
1 hour or less	22,476	22.0	83.5	265.6	274.0
2 hours	27,204	26.7	85.1	265.5	273.8
3 hours	22,411	22.0	81.3	263.9	271.4
4 to 5 hours	16,608	16.3	76.3	262.2	269.3
6 hours or more	9,686	9.5	63.2	259.4	266.2
Not Coded	422	0.4	58.6	258.6	265.0
Free Time Spent Reading in a Week					
None	13,292	13.0	69.5	260.8	268.9
About 30 minutes	49,184	48.2	79.3	263.5	271.6
About one hour	22,282	21.9	83.0	264.9	272.6
Between 1 and 2 hours	11,219	11.0	86.7	266.5	273.6
More than 2 hours	5,536	5.4	85.7	267.1	273.1
Not Coded	435	0.4	57.9	258.8	265.4
Read and write answers to teacher's questions for reading homework					
Yes	62,474	61.3	80.8	264.3	272.1
We read but do not have questions to answer for reading homework					
Yes	13,937	13.7	84.9	265.7	274.4
We choose what to read and report back to teacher or class					
Yes	16,954	16.6	85.4	266.0	274.9
We choose what to read but do not report back to teacher or class					
Yes	8,653	8.5	86.2	266.1	275.1
Other kinds of reading work for homework					
Yes	35,425	34.7	82.8	264.6	272.7

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 30. 2002-03 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students (continued)

	N[1]	Percent	Percent At or Above Level III in Both Reading and Mathematics[2]	Average Scale Score Reading[3]	Average Scale Score Mathematics[4]
Solve Mathematics Problems					
Not asked for explanation of solution	3,073	3.0	66.8	261.6	268.6
Once or twice a month asked for solution	6,058	5.9	77.5	263.6	271.5
About once a week asked for solution	14,726	14.4	78.7	263.7	271.5
Almost everyday asked for solution	77,562	76.1	81.0	264.1	272.0
Not Coded	529	0.5	59.2	259.2	265.5
Calculator Use in Math Class					
Never use	1,080	1.1	44.4	256.3	263.4
Hardly ever use	5,894	5.8	64.1	260.4	267.5
1-2 times per month	3,386	3.3	71.3	262.2	269.9
1-2 times per week	20,988	20.6	78.8	263.6	271.1
Almost every day	70,148	68.8	82.7	264.6	272.6
Not Coded	452	0.4	59.0	258.8	265.3
Computer Use at Home					
Almost every day	9,289	9.1	77.4	263.5	271.2
1-2 times per week	21,084	20.7	85.9	266.2	274.7
1-2 times per month	25,779	25.3	88.3	266.2	274.4
Hardly ever	25,134	24.7	80.0	263.5	271.1
Never (owns computer)	8,824	8.7	68.7	260.6	267.6
No computer at home	11,383	11.2	61.1	258.6	265.6
Not Coded	455	0.4	60.1	259.3	266.0
Testing Cycle					
Traditional, regular program	97,382	95.5	79.9	263.9	271.7
Year-round school	3,919	3.8	81.0	264.5	272.0
Not Coded	647	0.6	78.5	264.3	271.8
Student Took Makeup Test					
Yes	2,348	2.3	60.1	259.1	266.1
Misadministration					
Yes	252	0.2	61.9	259.2	266.0
National School Lunch Program					
Free lunch	31,618	31.0	62.7	259.0	266.0
Reduced price lunch	8,203	8.0	76.4	262.0	269.4
Full pay	62,125	60.9	89.1	266.7	275.0
Not Coded	2	0.0	*	*	*
LEP Status					
Limited English Proficient 2 years or less	482	0.5	42.9	253.6	264.7
Limited English Proficient greater than 2 years	1,558	1.5	48.7	254.7	265.3
Exited LEP 1 year or less	249	0.2	77.1	260.6	271.0
Exited LEP greater than 1 year, less or equal to 2	251	0.2	75.5	260.0	270.6
Exited LEP greater than 2 years	961	0.9	77.6	261.5	270.9
Never identified as LEP	98,446	96.6	80.6	264.2	271.9
Not Coded	1	0.0	*	*	*
Anticipated Reading Grade					
A	23,196	22.8	96.8	270.9	280.8
B	32,185	31.6	87.6	265.1	272.9
C	26,986	26.5	72.4	260.9	267.8
D	13,533	13.3	60.4	258.4	265.1
F	5,922	5.8	51.2	257.0	263.4
Not Coded	126	0.1	55.4	260.5	266.0
Teacher Judgement of Reading Achievement Level					
Level I	4,401	4.3	19.4	250.1	257.8
Level II	18,880	18.5	47.9	255.8	262.7
Level III	46,683	45.8	86.0	263.6	270.6
Level IV	31,419	30.8	99.0	271.4	281.0
Not Clear	319	0.3	52.1	257.6	264.6
Not Coded	246	0.2	53.6	258.1	264.7

Notes: [1] "N" is the number of students who took the end-of-grade test in reading.

[2] The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

[3] The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

[4] The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 31. 2002-03 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	247.9	102,241	150	
CATEGORY 1: Cognition			56	71.8
CATEGORY 2: Interpretation			55	69.5
CATEGORY 3: Critical stance			29	63.5
CATEGORY 4: Connections			10	71.1
MATHEMATICS	253.3	102,672	240	
Math Calculator Inactive			72	68.4
Math Calculator Active			168	72.0
GOAL 1: Identify and use numbers to less than 10,000.			96	73.5
GOAL 2: Understand and use basic geometric properties and standard units of measurement			72	66.2
GOAL 3: Understand classification, pattern, and seriation.			36	71.6
GOAL 4: Understand data collection, display, and interpretation.			36	72.6

	D	E	F
NUMBER OF STUDENTS TAKING FORM	34,241	34,229	34,202

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 32. 2002-03 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	252.4	100,351	150	
CATEGORY 1: Cognition			59	70.6
CATEGORY 2: Interpretation			58	68.2
CATEGORY 3: Critical stance			27	61.8
CATEGORY 4: Connections			6	78.2
MATHEMATICS	259.1	100,750	240	
Math Calculator Inactive			72	67.5
Math Calculator Active			168	68.8
GOAL 1: Read, write, model, and compute with rational numbers.			99	68.3
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			60	66.1
GOAL 3: Understand patterns and relationships			33	67.5
GOAL 4: Understand and use graphing, probability, and data analysis			48	72.1

NUMBER OF STUDENTS TAKING FORM	D	E	F
	33,635	33,669	33,446

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 33. 2002-03 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	256.9	103,464	150	
CATEGORY 1: Cognition			53	72.4
CATEGORY 2: Interpretation			59	70.1
CATEGORY 3: Critical stance			30	67.6
CATEGORY 4: Connections			8	72.4
MATHEMATICS	262.3	103,899	240	
Math Calculator Inactive			72	63.9
Math Calculator Active			168	59.3
GOAL 1: Understand and compute with rational numbers			96	64.1
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			60	53.7
GOAL 3: Understand patterns, relationships, and elementary algebraic representation			39	67.2
GOAL 4: Understand and use graphing, probability, and data analysis			45	57.1

NUMBER OF STUDENTS TAKING FORM	D	E	F
	34,661	34,633	34,605

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 34. 2002-03 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	258.7	104,678	168	
CATEGORY 1: Cognition			49	75.3
CATEGORY 2: Interpretation			67	68.1
CATEGORY 3: Critical stance			41	65.5
CATEGORY 4: Connections			11	71.2
MATHEMATICS	265.8	104,852	240	
Math Calculator Inactive			72	63.0
Math Calculator Active			168	61.7
GOAL 1: Understand and compute with rational numbers			90	67.5
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			66	55.4
GOAL 3: Understand patterns, relationships, and algebraic representations			42	60.9
GOAL 4: Understand and use graphing, probability, and data analysis			42	62.1

	D	E	F
NUMBER OF STUDENTS TAKING FORM**	34,962	34,980	34,910

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 35. 2002-03 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	261.2	104,804	112	
CATEGORY 1: Cognition			29	72.7
CATEGORY 2: Interpretation			47	63.0
CATEGORY 3: Critical stance			30	65.2
CATEGORY 4: Connections			6	60.8
MATHEMATICS	268.3	105,002	160	
Math Calculator Inactive			48	54.1
Math Calculator Active			112	57.9
GOAL 1: Understand and compute with real numbers			48	63.6
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			28	56.4
GOAL 3: Understand patterns, relationships, and fundamental algebraic concepts			40	58.0
GOAL 4: Understand and use graphing, probability, and data analysis			44	48.4

NUMBER OF STUDENTS TAKING FORM	C	D
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	52,567	52,435

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 36. 2002-03 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	263.9	101,948	167	
CATEGORY 1: Cognition			49	72.0
CATEGORY 2: Interpretation			67	65.0
CATEGORY 3: Critical stance			42	62.9
CATEGORY 4: Connections			10	60.2
MATHEMATICS	271.7	102,034	240	
Math Calculator Inactive			72	48.2
Math Calculator Active			168	56.9
GOAL 1: Understand and compute with real numbers			105	56.2
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			60	48.1
GOAL 3: Understand patterns, relationships, and fundamental algebraic concepts			36	55.7
GOAL 4: Understand and use graphing, probability, and data analysis			39	57.4

NUMBER OF STUDENTS TAKING FORM**	C	D	E
	34,052	33,968	34,014

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03. The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 37. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

NUMBER OF STUDENTS WITH VALID SCORES	102,241
MEAN	247.9
STANDARD DEVIATION	9.1
VARIANCE	82.1

HIGH SCORE	272
LOW SCORE	216

2003 STATE PERCENTILES	SCALE SCORE
90	258.90
75	254.59
50 (MEDIAN)	248.63
25	242.25
10	235.39

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
272	41	102241	0.04	100.00	99
271	63	102200	0.06	99.96	99
269	242	102137	0.24	99.90	99
268	286	101895	0.28	99.66	99
267	241	101609	0.24	99.38	99
266	511	101368	0.50	99.15	99
265	1116	100857	1.09	98.65	98
263	1496	99741	1.46	97.55	97
262	1010	98245	0.99	96.09	96
261	2285	97235	2.23	95.10	94
260	1362	94950	1.33	92.87	92
259	2610	93588	2.55	91.54	90
258	3207	90978	3.14	88.98	87
257	1417	87771	1.39	85.85	85
256	5016	86354	4.91	84.46	82
255	5107	81338	5.00	79.56	77
254	3411	76231	3.34	74.56	73
253	3193	72820	3.12	71.22	70
252	4773	69627	4.67	68.10	66
251	4595	64854	4.49	63.43	61
250	4538	60259	4.44	58.94	57
249	5284	55721	5.17	54.50	52
248	3945	50437	3.86	49.33	47
247	3746	46492	3.66	45.47	44
246	6603	42746	6.46	41.81	39
245	3795	36143	3.71	35.35	34
244	2765	32348	2.70	31.64	30
243	3273	29583	3.20	28.93	27
242	3022	26310	2.96	25.73	24
241	2856	23288	2.79	22.78	21
240	2633	20432	2.58	19.98	19
239	1773	17799	1.73	17.41	17
238	1711	16026	1.67	15.67	15
237	1510	14315	1.48	14.00	13
236	2436	12805	2.38	12.52	11
235	1373	10369	1.34	10.14	9
234	1253	8996	1.23	8.80	8
233	1183	7743	1.16	7.57	7
232	836	6560	0.82	6.42	6
231	682	5724	0.67	5.60	5
230	1018	5042	1.00	4.93	4
229	931	4024	0.91	3.94	3
228	1004	3093	0.98	3.03	3
227	583	2089	0.57	2.04	2
226	491	1506	0.48	1.47	1
225	411	1015	0.40	0.99	1
224	362	604	0.35	0.59	1
223	120	242	0.12	0.24	1
222	65	122	0.06	0.12	1
LESS THAN 222	57	57	0.06	0.06	1

Notes: The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 38. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	102,672	HIGH SCORE	272
		LOW SCORE	227
MEAN	253.3		
STANDARD DEVIATION	6.3		
VARIANCE	39.9		

2003 STATE PERCENTILES	SCALE SCORE
90	261.22
75	257.49
50 (MEDIAN)	253.45
25	249.35
10	245.06

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
272	33	102672	0.03	100.00	99
271	164	102639	0.16	99.97	99
270	94	102475	0.09	99.81	99
269	416	102381	0.41	99.72	99
268	171	101965	0.17	99.31	99
267	989	101794	0.96	99.14	98
266	480	100805	0.47	98.18	97
265	826	100325	0.80	97.71	96
264	1716	99499	1.67	96.91	95
263	1951	97783	1.90	95.24	94
262	2259	95832	2.20	93.34	93
261	4172	93573	4.06	91.14	91
260	3607	89401	3.51	87.07	89
259	2844	85794	2.77	83.56	86
258	5897	82950	5.74	80.79	82
257	6183	77053	6.02	75.05	79
256	6231	70870	6.07	69.03	75
255	6058	64639	5.90	62.96	72
254	6901	58581	6.72	57.06	67
253	6530	51680	6.36	50.34	62
252	7601	45150	7.40	43.97	57
251	4817	37549	4.69	36.57	53
250	6361	32732	6.20	31.88	49
249	4791	26371	4.67	25.68	44
248	3707	21580	3.61	21.02	38
247	3715	17873	3.62	17.41	33
246	2712	14158	2.64	13.79	28
245	2688	11446	2.62	11.15	24
244	1719	8758	1.67	8.53	20
243	1836	7039	1.79	6.86	17
242	1251	5203	1.22	5.07	14
241	922	3952	0.90	3.85	11
240	789	3030	0.77	2.95	9
239	669	2241	0.65	2.18	7
238	398	1572	0.39	1.53	5
237	457	1174	0.45	1.14	3
236	310	717	0.30	0.70	2
235	163	407	0.16	0.40	2
234	142	244	0.14	0.24	1
233	43	102	0.04	0.10	1
232	30	59	0.03	0.06	1
LESS THAN 232	29	29	0.03	0.03	1

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 39. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF STUDENTS WITH VALID SCORES	100,351
MEAN	252.4
STANDARD DEVIATION	8.7
VARIANCE	75.2

HIGH SCORE	275
LOW SCORE	224

2003 STATE PERCENTILES	SCALE SCORE
90	262.94
75	258.66
50 (MEDIAN)	252.96
25	246.88
10	240.58

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
275	102	100351	0.10	100.00	99
273	200	100249	0.20	99.90	99
272	191	100049	0.19	99.70	99
271	257	99858	0.26	99.51	99
270	916	99601	0.91	99.25	99
269	522	98685	0.52	98.34	98
268	685	98163	0.68	97.82	97
267	819	97478	0.82	97.14	97
266	1732	96659	1.73	96.32	95
265	2090	94927	2.08	94.59	94
264	1179	92837	1.17	92.51	92
263	2394	91658	2.39	91.34	90
262	4108	89264	4.09	88.95	87
261	1529	85156	1.52	84.86	84
260	4446	83627	4.43	83.33	81
259	4690	79181	4.67	78.90	77
258	2785	74491	2.78	74.23	73
257	4608	71706	4.59	71.46	69
256	4458	67098	4.44	66.86	65
255	4267	62640	4.25	62.42	60
254	5278	58373	5.26	58.17	56
253	5427	53095	5.41	52.91	50
252	4881	47668	4.86	47.50	45
251	4501	42787	4.49	42.64	40
250	3213	38286	3.20	38.15	37
249	4066	35073	4.05	34.95	33
248	3760	31007	3.75	30.90	29
247	3477	27247	3.46	27.15	25
246	3132	23770	3.12	23.69	22
245	2204	20638	2.20	20.57	19
244	2114	18434	2.11	18.37	17
243	2584	16320	2.57	16.26	15
242	2262	13736	2.25	13.69	13
241	1568	11474	1.56	11.43	11
240	1494	9906	1.49	9.87	9
239	1307	8412	1.30	8.38	8
238	1134	7105	1.13	7.08	7
237	1121	5971	1.12	5.95	5
236	599	4850	0.60	4.83	5
235	661	4251	0.66	4.24	4
234	844	3590	0.84	3.58	3
233	812	2746	0.81	2.74	2
232	803	1934	0.80	1.93	2
231	401	1131	0.40	1.13	1
230	311	730	0.31	0.73	1
229	199	419	0.20	0.42	1
228	162	220	0.16	0.22	1
LESS THAN 228	58	58	0.06	0.06	1

Notes: The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 40. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	100,750	HIGH SCORE	282
		LOW SCORE	232
MEAN	259.1		
STANDARD DEVIATION	7.5		
VARIANCE	55.5		

2003 STATE PERCENTILES	SCALE SCORE
90	268.49
75	264.14
50 (MEDIAN)	259.12
25	254.20
10	249.42

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
282	38	100750	0.04	100.00	99
280	125	100712	0.12	99.96	99
279	84	100587	0.08	99.84	99
278	226	100503	0.22	99.75	99
277	334	100277	0.33	99.53	99
276	246	99943	0.24	99.20	99
275	566	99697	0.56	98.95	99
274	694	99131	0.69	98.39	98
273	898	98437	0.89	97.70	97
272	1609	97539	1.60	96.81	97
271	1156	95930	1.15	95.22	96
270	1882	94774	1.87	94.07	94
269	2200	92892	2.18	92.20	93
268	3134	90692	3.11	90.02	92
267	2598	87558	2.58	86.91	90
266	4274	84960	4.24	84.33	88
265	3466	80686	3.44	80.09	86
264	4588	77220	4.55	76.65	83
263	4692	72632	4.66	72.09	80
262	4624	67940	4.59	67.43	77
261	5525	63316	5.48	62.84	74
260	5405	57791	5.36	57.36	70
259	5277	52386	5.24	52.00	66
258	5930	47109	5.89	46.76	62
257	4937	41179	4.90	40.87	58
256	4551	36242	4.52	35.97	53
255	5086	31691	5.05	31.46	48
254	4722	26605	4.69	26.41	43
253	3581	21883	3.55	21.72	39
252	3214	18302	3.19	18.17	35
251	2834	15088	2.81	14.98	30
250	2008	12254	1.99	12.16	26
249	2271	10246	2.25	10.17	23
248	1859	7975	1.85	7.92	18
247	819	6116	0.81	6.07	15
246	1402	5297	1.39	5.26	12
245	737	3895	0.73	3.87	9
244	803	3158	0.80	3.13	7
243	411	2355	0.41	2.34	5
242	679	1944	0.67	1.93	4
241	298	1265	0.30	1.26	3
240	245	967	0.24	0.96	2
239	300	722	0.30	0.72	1
238	159	422	0.16	0.42	1
237	92	263	0.09	0.26	1
236	91	171	0.09	0.17	1
235	44	80	0.04	0.08	1
LESS THAN 235	36	36	0.04	0.04	1

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 41. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 5 Reading

NUMBER OF STUDENTS WITH VALID SCORES	103,464
MEAN	256.9
STANDARD DEVIATION	8.0
VARIANCE	64.5

HIGH SCORE	277
LOW SCORE	230

2003 STATE PERCENTILES	SCALE SCORE
90	267.10
75	262.55
50 (MEDIAN)	257.18
25	251.82
10	245.95

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
277	183	103464	0.18	100.00	99
276	367	103281	0.35	99.82	99
274	449	102914	0.43	99.47	99
273	1068	102465	1.03	99.03	99
271	1648	101397	1.59	98.00	97
270	846	99749	0.82	96.41	96
269	2232	98903	2.16	95.59	95
268	2422	96671	2.34	93.43	92
267	2799	94249	2.71	91.09	90
266	1372	91450	1.33	88.39	88
265	4559	90078	4.41	87.06	85
264	3280	85519	3.17	82.66	81
263	4898	82239	4.73	79.49	77
262	4844	77341	4.68	74.75	72
261	4934	72497	4.77	70.07	68
260	4624	67563	4.47	65.30	63
259	4647	62939	4.49	60.83	59
258	4391	58292	4.24	56.34	54
257	6876	53901	6.65	52.10	49
256	5149	47025	4.98	45.45	43
255	3615	41876	3.49	40.47	39
254	5428	38261	5.25	36.98	34
253	4021	32833	3.89	31.73	30
252	4359	28812	4.21	27.85	26
251	3320	24453	3.21	23.63	22
250	2174	21133	2.10	20.43	19
249	3911	18959	3.78	18.32	16
248	1714	15048	1.66	14.54	14
247	1651	13334	1.60	12.89	12
246	2419	11683	2.34	11.29	10
245	1740	9264	1.68	8.95	8
244	1136	7524	1.10	7.27	7
243	1047	6388	1.01	6.17	6
242	996	5341	0.96	5.16	5
241	878	4345	0.85	4.20	4
240	836	3467	0.81	3.35	3
239	738	2631	0.71	2.54	2
238	579	1893	0.56	1.83	2
237	473	1314	0.46	1.27	1
236	325	841	0.31	0.81	1
235	258	516	0.25	0.50	1
234	141	258	0.14	0.25	1
233	81	117	0.08	0.11	1
LESS THAN 233	36	36	0.03	0.03	1

Notes: The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 42. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES 103,899

MEAN 262.3

STANDARD DEVIATION 8.9

VARIANCE 78.9

HIGH SCORE 291

LOW SCORE 235

2003 STATE PERCENTILES	SCALE SCORE
90	273.70
75	268.38
50 (MEDIAN)	262.09
25	256.10
10	250.44

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
291	9	103899	0.01	100.00	99
290	8	103890	0.01	99.99	99
289	44	103882	0.04	99.98	99
288	38	103838	0.04	99.94	99
287	129	103800	0.12	99.90	99
286	104	103671	0.10	99.78	99
285	228	103567	0.22	99.68	99
284	162	103339	0.16	99.46	99
283	311	103177	0.30	99.31	99
282	427	102866	0.41	99.01	98
281	517	102439	0.50	98.59	98
280	553	101922	0.53	98.10	98
279	999	101369	0.96	97.56	97
278	1095	100370	1.05	96.60	96
277	1287	99275	1.24	95.55	95
276	1336	97988	1.29	94.31	94
275	1909	96652	1.84	93.02	93
274	1541	94743	1.48	91.19	92
273	2728	93202	2.63	89.70	90
272	2376	90474	2.29	87.08	88
271	3134	88098	3.02	84.79	86
270	3297	84964	3.17	81.78	84
269	3411	81667	3.28	78.60	82
268	2871	78256	2.76	75.32	80
267	4459	75385	4.29	72.56	77
266	4535	70926	4.36	68.26	74
265	4703	66391	4.53	63.90	71
264	4792	61688	4.61	59.37	67
263	3266	56896	3.14	54.76	64
262	4149	53630	3.99	51.62	61
261	4925	49481	4.74	47.62	57
260	4896	44556	4.71	42.88	52
259	4643	39660	4.47	38.17	49
258	4592	35017	4.42	33.70	45
257	2981	30425	2.87	29.28	41
256	3642	27444	3.51	26.41	37
255	4264	23802	4.10	22.91	32
254	1940	19538	1.87	18.80	28
253	3692	17598	3.55	16.94	25
252	1729	13906	1.66	13.38	21
251	1609	12177	1.55	11.72	18
250	2836	10568	2.73	10.17	15
249	1349	7732	1.30	7.44	12
248	1064	6383	1.02	6.14	10
247	991	5319	0.95	5.12	8
246	924	4328	0.89	4.17	6
245	763	3404	0.73	3.28	5
244	869	2641	0.84	2.54	3
243	650	1772	0.63	1.71	3
242	458	1122	0.44	1.08	2
241	252	664	0.24	0.64	1
240	169	412	0.16	0.40	1
239	122	243	0.12	0.23	1
238	79	121	0.08	0.12	1
237	29	42	0.03	0.04	1
236	7	13	0.01	0.01	1
235	6	6	0.01	0.01	1

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 43. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

NUMBER OF STUDENTS WITH VALID SCORES	104,678
MEAN	258.7
STANDARD DEVIATION	8.5
VARIANCE	73.1

HIGH SCORE	283
LOW SCORE	229

2003 STATE PERCENTILES	SCALE SCORE
90	269.29
75	264.66
50 (MEDIAN)	259.22
25	253.55
10	247.54

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
283	62	104678	0.06	100.00	99
281	113	104616	0.11	99.94	99
280	383	104503	0.37	99.83	99
277	759	104120	0.73	99.47	99
276	440	103361	0.42	98.74	99
274	1957	102921	1.87	98.32	97
272	1869	100964	1.79	96.45	96
271	2049	99095	1.96	94.67	94
270	2266	97046	2.16	92.71	92
269	2708	94780	2.59	90.54	89
268	2779	92072	2.65	87.96	87
267	2704	89293	2.58	85.30	84
266	4323	86589	4.13	82.72	81
265	4492	82266	4.29	78.59	76
264	4410	77774	4.21	74.30	72
263	4280	73364	4.09	70.09	68
262	6855	69084	6.55	66.00	63
261	4070	62229	3.89	59.45	58
260	3778	58159	3.61	55.56	54
259	7209	54381	6.89	51.95	49
258	3336	47172	3.19	45.06	43
257	5191	43836	4.96	41.88	39
256	4836	38645	4.62	36.92	35
255	3566	33809	3.41	32.30	31
254	4273	30243	4.08	28.89	27
253	3196	25970	3.05	24.81	23
252	3452	22774	3.30	21.76	20
251	2565	19322	2.45	18.46	17
250	1818	16757	1.74	16.01	15
249	2619	14939	2.50	14.27	13
248	1934	12320	1.85	11.77	11
247	1274	10386	1.22	9.92	9
246	1199	9112	1.15	8.70	8
245	1082	7913	1.03	7.56	7
244	1051	6831	1.00	6.53	6
243	923	5780	0.88	5.52	5
242	857	4857	0.82	4.64	4
241	767	4000	0.73	3.82	3
240	686	3233	0.66	3.09	3
239	598	2547	0.57	2.43	2
238	549	1949	0.52	1.86	2
237	443	1400	0.42	1.34	1
236	314	957	0.30	0.91	1
235	364	643	0.35	0.61	1
234	123	279	0.12	0.27	1
233	98	156	0.09	0.15	1
LESS THAN 233	58	58	0.06	0.06	1

Notes: The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 44. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	104,852
MEAN	265.8
STANDARD DEVIATION	9.3
VARIANCE	86.8

HIGH SCORE	293
LOW SCORE	236

2003 STATE PERCENTILES	SCALE SCORE
90	277.90
75	272.27
50 (MEDIAN)	265.89
25	259.42
10	253.52

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
293	39	104852	0.04	100.00	99
292	91	104813	0.09	99.96	99
290	254	104722	0.24	99.88	99
289	102	104468	0.10	99.63	99
288	378	104366	0.36	99.54	99
287	185	103988	0.18	99.18	99
286	613	103803	0.58	99.00	99
285	282	103190	0.27	98.41	98
284	1109	102908	1.06	98.15	98
283	367	101799	0.35	97.09	97
282	1314	101432	1.25	96.74	96
281	1461	100118	1.39	95.49	96
280	1607	98657	1.53	94.09	94
279	1665	97050	1.59	92.56	93
278	1704	95385	1.63	90.97	92
277	2413	93681	2.30	89.35	90
276	3190	91268	3.04	87.04	89
275	1946	88078	1.86	84.00	87
274	3991	86132	3.81	82.15	85
273	2734	82141	2.61	78.34	83
272	3297	79407	3.14	75.73	80
271	4222	76110	4.03	72.59	78
270	4160	71888	3.97	68.56	75
269	4173	67728	3.98	64.59	72
268	4240	63555	4.04	60.61	69
267	4231	59315	4.04	56.57	66
266	4384	55084	4.18	52.54	62
265	4102	50700	3.91	48.35	59
264	4308	46598	4.11	44.44	56
263	4166	42290	3.97	40.33	52
262	3439	38124	3.28	36.36	48
261	4115	34685	3.92	33.08	44
260	4023	30570	3.84	29.16	40
259	3965	26547	3.78	25.32	36
258	2497	22582	2.38	21.54	32
257	3031	20085	2.89	19.16	28
256	2396	17054	2.29	16.26	25
255	2220	14658	2.12	13.98	21
254	2001	12438	1.91	11.86	18
253	1844	10437	1.76	9.95	15
252	1734	8593	1.65	8.20	12
251	1120	6859	1.07	6.54	10
250	1100	5739	1.05	5.47	8
249	892	4639	0.85	4.42	6
248	789	3747	0.75	3.57	5
247	1128	2958	1.08	2.82	4
246	525	1830	0.50	1.75	3
245	526	1305	0.50	1.24	2
244	269	779	0.26	0.74	1
243	288	510	0.27	0.49	1
242	101	222	0.10	0.21	1
241	65	121	0.06	0.12	1
240	27	56	0.03	0.05	1
LESS THAN 240	29	29	0.03	0.03	1

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 45. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

NUMBER OF STUDENTS WITH VALID SCORES	104,804
MEAN	261.2
STANDARD DEVIATION	9.1
VARIANCE	82.1

HIGH SCORE	287
LOW SCORE	228

2003 STATE PERCENTILES	SCALE SCORE
90	272.19
75	267.52
50 (MEDIAN)	261.93
25	255.56
10	248.44

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
287	22	104804	0.02	100.00	99
285	59	104782	0.06	99.98	99
284	99	104723	0.09	99.92	99
282	200	104624	0.19	99.83	99
281	261	104424	0.25	99.64	99
279	973	104163	0.93	99.39	99
277	1606	103190	1.53	98.46	98
276	968	101584	0.92	96.93	96
275	1130	100616	1.08	96.00	95
274	1259	99486	1.20	94.93	94
273	2899	98227	2.77	93.72	92
272	3250	95328	3.10	90.96	89
271	1774	92078	1.69	87.86	87
270	3762	90304	3.59	86.16	84
269	3984	86542	3.80	82.58	81
268	4040	82558	3.85	78.77	77
267	4169	78518	3.98	74.92	73
266	6321	74349	6.03	70.94	68
265	4042	68028	3.86	64.91	63
264	5701	63986	5.44	61.05	58
263	3810	58285	3.64	55.61	54
262	3607	54475	3.44	51.98	50
261	5264	50868	5.02	48.54	46
260	3360	45604	3.21	43.51	42
259	6412	42244	6.12	40.31	37
258	2996	35832	2.86	34.19	33
257	4171	32836	3.98	31.33	29
256	2628	28665	2.51	27.35	26
255	2377	26037	2.27	24.84	24
254	4371	23660	4.17	22.58	20
253	2031	19289	1.94	18.40	17
252	1840	17258	1.76	16.47	16
251	1719	15418	1.64	14.71	14
250	1642	13699	1.57	13.07	12
249	1498	12057	1.43	11.50	11
248	1343	10559	1.28	10.07	9
247	1274	9216	1.22	8.79	8
246	1212	7942	1.16	7.58	7
245	1099	6730	1.05	6.42	6
244	1048	5631	1.00	5.37	5
243	994	4583	0.95	4.37	4
242	389	3589	0.37	3.42	3
241	760	3200	0.73	3.05	3
240	715	2440	0.68	2.33	2
239	557	1725	0.53	1.65	1
238	396	1168	0.38	1.11	1
237	281	772	0.27	0.74	1
236	229	491	0.22	0.47	1
235	111	262	0.11	0.25	1
234	70	151	0.07	0.14	1
233	44	81	0.04	0.08	1
LESS THAN 233	37	37	0.04	0.04	1

Notes: The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 46. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	105,002
MEAN	268.3
STANDARD DEVIATION	11.0
VARIANCE	120.6

HIGH SCORE	307
LOW SCORE	231

2003 STATE PERCENTILES	SCALE SCORE
90	283.36
75	275.29
50 (MEDIAN)	267.57
25	260.68
10	254.77

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	17	105002	0.02	100.00	99
305	17	104985	0.02	99.98	99
304	28	104968	0.03	99.97	99
302	129	104940	0.12	99.94	99
300	98	104811	0.09	99.82	99
299	126	104713	0.12	99.72	99
298	161	104587	0.15	99.60	99
297	201	104426	0.19	99.45	99
295	516	104225	0.49	99.26	99
294	624	103709	0.59	98.77	99
292	767	103085	0.73	98.17	99
291	450	102318	0.43	97.44	98
290	468	101868	0.45	97.02	98
289	1009	101400	0.96	96.57	97
288	1122	100391	1.07	95.61	96
287	1185	99269	1.13	94.54	96
286	649	98084	0.62	93.41	95
285	1251	97435	1.19	92.79	94
284	1371	96184	1.31	91.60	93
283	2176	94813	2.07	90.30	92
282	1542	92637	1.47	88.22	90
281	1608	91095	1.53	86.76	89
280	1564	89487	1.49	85.22	87
279	1592	87923	1.52	83.73	86
278	2550	86331	2.43	82.22	84
277	2659	83781	2.53	79.79	82
276	1792	81122	1.71	77.26	80
275	2786	79330	2.65	75.55	78
274	3026	76544	2.88	72.90	75
273	3084	73518	2.94	70.02	72
272	3352	70434	3.19	67.08	70
271	3145	67082	3.00	63.89	67
270	4518	63937	4.30	60.89	63
269	2384	59419	2.27	56.59	60
268	4863	57035	4.63	54.32	57
267	2519	52172	2.40	49.69	53
266	4984	49653	4.75	47.29	50
265	4912	44669	4.68	42.54	45
264	2501	39757	2.38	37.86	41
263	4863	37256	4.63	35.48	38
262	2379	32393	2.27	30.85	34
261	4596	30014	4.38	28.58	30
260	2104	25418	2.00	24.21	27
259	3234	23314	3.08	22.20	24
258	3044	20080	2.90	19.12	20
257	2029	17036	1.93	16.22	18
256	1948	15007	1.86	14.29	16
255	3487	13059	3.32	12.44	13
254	1575	9572	1.50	9.12	10
253	1450	7997	1.38	7.62	8
252	1265	6547	1.20	6.24	6

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 46. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics (continued)

NUMBER OF STUDENTS WITH VALID SCORES	105,002
MEAN	268.3
STANDARD DEVIATION	11.0
VARIANCE	120.6

HIGH SCORE	307
LOW SCORE	231

2003 STATE PERCENTILES	SCALE SCORE
90	283.36
75	275.29
50 (MEDIAN)	267.57
25	260.68
10	254.77

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
251	1196	5282	1.14	5.03	5
250	1058	4086	1.01	3.89	4
249	849	3028	0.81	2.88	3
248	258	2179	0.25	2.08	2
247	368	1921	0.35	1.83	2
246	514	1553	0.49	1.48	1
245	364	1039	0.35	0.99	1
244	261	675	0.25	0.64	1
243	148	414	0.14	0.39	1
242	109	266	0.10	0.25	1
241	67	157	0.06	0.15	1
240	14	90	0.01	0.09	1
239	25	76	0.02	0.07	1
238	19	51	0.02	0.05	1
LESS THAN 238	32	32	0.03	0.03	1

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 47. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

NUMBER OF STUDENTS WITH VALID SCORES	101,948
MEAN	263.9
STANDARD DEVIATION	9.0
VARIANCE	81.9

HIGH SCORE	290
LOW SCORE	232

2003 STATE PERCENTILES	SCALE SCORE
90	274.82
75	270.41
50 (MEDIAN)	264.70
25	258.64
10	251.88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
290	41	101948	0.04	100.00	99
289	40	101907	0.04	99.96	99
287	110	101867	0.11	99.92	99
286	139	101757	0.14	99.81	99
284	274	101618	0.27	99.68	99
283	343	101344	0.34	99.41	99
282	459	101001	0.45	99.07	99
281	644	100542	0.63	98.62	98
280	612	99898	0.60	97.99	98
279	1031	99286	1.01	97.39	97
278	875	98255	0.86	96.38	96
277	2430	97380	2.38	95.52	94
276	1765	94950	1.73	93.14	92
275	2096	93185	2.06	91.40	90
274	2433	91089	2.39	89.35	88
273	3701	88656	3.63	86.96	85
272	4033	84955	3.96	83.33	81
271	4083	80922	4.00	79.38	77
270	4087	76839	4.01	75.37	73
269	4275	72752	4.19	71.36	69
268	4053	68477	3.98	67.17	65
267	5339	64424	5.24	63.19	61
266	4006	59085	3.93	57.96	56
265	5143	55079	5.04	54.03	52
264	3814	49936	3.74	48.98	47
263	5926	46122	5.81	45.24	42
262	3324	40196	3.26	39.43	38
261	3202	36872	3.14	36.17	35
260	5034	33670	4.94	33.03	31
259	3660	28636	3.59	28.09	26
258	2483	24976	2.44	24.50	23
257	3143	22493	3.08	22.06	21
256	2005	19350	1.97	18.98	18
255	2452	17345	2.41	17.01	16
254	2352	14893	2.31	14.61	13
253	1437	12541	1.41	12.30	12
252	1463	11104	1.44	10.89	10
251	1217	9641	1.19	9.46	9
250	862	8424	0.85	8.26	8
249	715	7562	0.70	7.42	7
248	1052	6847	1.03	6.72	6
247	927	5795	0.91	5.68	5
246	911	4868	0.89	4.77	4
245	781	3957	0.77	3.88	4
244	699	3176	0.69	3.12	3
243	418	2477	0.41	2.43	2
242	396	2059	0.39	2.02	2
241	469	1663	0.46	1.63	1
240	399	1194	0.39	1.17	1
239	310	795	0.30	0.78	1
238	313	485	0.31	0.48	1
237	96	172	0.09	0.17	1
236	42	76	0.04	0.07	1
LESS THAN 236	34	34	0.03	0.03	1

Notes: The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 48. 2002-03 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	102,034
MEAN	271.7
STANDARD DEVIATION	10.8
VARIANCE	115.8

HIGH SCORE	307
LOW SCORE	238

2003 STATE PERCENTILES	SCALE SCORE
90	286.03
75	279.18
50 (MEDIAN)	271.52
25	264.33
10	257.50

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	14	102034	0.01	100.00	99
305	46	102020	0.05	99.99	99
303	61	101974	0.06	99.94	99
302	40	101913	0.04	99.88	99
301	72	101873	0.07	99.84	99
300	107	101801	0.10	99.77	99
299	272	101694	0.27	99.67	99
297	378	101422	0.37	99.40	99
296	338	101044	0.33	99.03	99
295	128	100706	0.13	98.70	98
294	598	100578	0.59	98.57	98
293	672	99980	0.66	97.99	98
292	804	99308	0.79	97.33	97
291	858	98504	0.84	96.54	97
290	1015	97646	0.99	95.70	96
289	1043	96631	1.02	94.70	95
288	1203	95588	1.18	93.68	94
287	1692	94385	1.66	92.50	93
286	1820	92693	1.78	90.85	91
285	1416	90873	1.39	89.06	90
284	2395	89457	2.35	87.67	89
283	2131	87062	2.09	85.33	87
282	2167	84931	2.12	83.24	85
281	3309	82764	3.24	81.11	83
280	1795	79455	1.76	77.87	81
279	3521	77660	3.45	76.11	79
278	3615	74139	3.54	72.66	76
277	1810	70524	1.77	69.12	74
276	3847	68714	3.77	67.34	71
275	4062	64867	3.98	63.57	68
274	2716	60805	2.66	59.59	65
273	3591	58089	3.52	56.93	63
272	3554	54498	3.48	53.41	59
271	3698	50944	3.62	49.93	56
270	4699	47246	4.61	46.30	53
269	2344	42547	2.30	41.70	49
268	4776	40203	4.68	39.40	45
267	2385	35427	2.34	34.72	43
266	3179	33042	3.12	32.38	39
265	3972	29863	3.89	29.27	35
264	2303	25891	2.26	25.37	31
263	2319	23588	2.27	23.12	28
262	2942	21269	2.88	20.85	24
261	2212	18327	2.17	17.96	22
260	2109	16115	2.07	15.79	19
259	1932	14006	1.89	13.73	17
258	1875	12074	1.84	11.83	14
257	1733	10199	1.70	10.00	12
256	1618	8466	1.59	8.30	10
255	1033	6848	1.01	6.71	8
254	1274	5815	1.25	5.70	6

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 48. 2002-03 End-of-Grade Distribution of Scale Scores Grade 8 Mathematics (continued)

NUMBER OF STUDENTS WITH VALID SCORES	102,034
MEAN	271.7
STANDARD DEVIATION	10.8
VARIANCE	115.8

HIGH SCORE	307
LOW SCORE	238

2003 STATE PERCENTILES	SCALE SCORE
90	286.03
75	279.18
50 (MEDIAN)	271.52
25	264.33
10	257.50

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
253	1139	4541	1.12	4.45	5
252	884	3402	0.87	3.33	3
251	526	2518	0.52	2.47	3
250	622	1992	0.61	1.95	2
249	468	1370	0.46	1.34	1
248	329	902	0.32	0.88	1
247	310	573	0.30	0.56	1
246	128	263	0.13	0.26	1
245	52	135	0.05	0.13	1
244	47	83	0.05	0.08	1
LESS THAN 244	36	36	0.04	0.04	1

Notes: The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 49. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

State***	Mean Score[1]	2003 LEA Performance
	261.7	Quest Academy**
	...	
	257.1	Mountain Community**
	...	
	256.5	Metrolina**
	...	
	255.0	Woods Charter**
	...	
	254.3	Summit Charter**
	...	
	253.3	Chapel Hill-Carrboro City
	...	
	252.9	Tiller School**
	...	
	252.0	Franklin Academy**
	251.9	Greensboro Academy**
	...	
	251.3	F Delany New School**, Watauga
	251.1	Tyrrell
	251.0	ArtSpace Charter**
	250.9	The Learning Center**
	250.7	Arapahoe Charter**, Currituck, Evergreen Community**, Lincoln Charter**, Phoenix Academy**, Wake
	250.5	Carteret, Mooresville City, Pamlico
	250.3	Camden, Elkin City, New Hanover, Polk
	...	
	250.0	Ashe, Mountain Discovery**, River Mill Academy**
	...	
	249.7	Buncombe, Henderson, Kings Mountain City
	249.5	Bethel Hill**, Cleveland, Craven
	249.3	Avery, Cape Fear Center**, Union
	249.1	Jones, Onslow
	249.0	Davie
	248.9	Asheville City, Cabarrus, Cherokee, Orange, Person, Piedmont Community**, Transylvania, Yancey
	248.7	Johnston, Mount Airy City, Vance Charter**
	248.5	Alexander, Chatham, Davidson, Gaston, Haywood, Macon, Moore, Union Academy**, Wilkes
	248.3	Arts Based Elementary**, Dare, Iredell-Statesville, Newton Conover City
	248.1	Burke, Caldwell, Caswell, Lee, Madison, Millennium**, Rutherford
	248.0	Catawba, Lincoln, Wilson
2003 State	247.9	Charlotte/Mecklenburg, Mitchell, Perquimans, Shelby City, Winston-Salem/Forsyth
	247.7	Alleghany, Chatham Charter**, Clinton City, Community Charter**, Hyde, Orange Charter**, Surry
	247.5	Clover Garden**, Graham, Granville, Guilford, Queen's Grant**, Rowan-Salisbury, Yadkin
	247.3	Beaufort, Brevard Academy**, Clay, Cumberland, McDowell, Pender, Randolph, Roanoke Rapids City, Stanly, Sterling Montessori**, Stokes, Wayne
2002 State	247.1	Jackson, Whiteville City
	247.0	Greene, Swain
	246.9	Harnett, Lenoir
	246.7	Alamance-Burlington, Nash-Rocky Mount, Sampson
	246.5	Asheboro City, Brunswick, Gates, Hickory City
	246.3	Duplin, Edenton/Chowan, Pitt, Research Triangle**, Rockingham
2000, 2001 State	246.1	
	246.0	Durham
	245.9	Franklin, Richmond, Washington Montessori**
	245.7	S.B. Howard**
	245.5	Elizabeth City/Pasquotank, Lexington City
	245.3	C.G. Woodson**, Columbus, Kannapolis City, Robeson, Scotland, Vance
1998, 1999 State	245.1	American Renaissance**, Forsyth Academies**, Montgomery
	245.0	Halifax
	244.9	Bladen, Hoke, Rocky Mount Prep Sch**
	244.7	East Wake Academy**, Hope Elementary**, Warren
	244.5	Edgecombe, Success Institute**, Thomasville City
	244.3	Chapel Hill Free School**, East Winston Primary**
	...	
	244.0	Bertie
	243.9	Anson, Hertford, Martin
	243.7	Charter Day School**, Maureen Joy**
	...	
	243.3	Rowan Academy**
1996, 1997 State	243.1	Crossnore Academy**, Northampton
	...	
	242.7	Haliwa-Saponi Tribal**
	242.5	Englemann School**, Washington
	...	
1993, 1994, 1995 State	242.1	STARS**
	...	
	241.0	Children's Village Academy**
	240.9	Guilford Charter**
	...	
	240.5	Dillard Academy**, Torchlight Academy**
	240.3	Sugar Creek**
	240.1	Omuteko Gwamaziima**
	239.9	Quality Education**
	239.7	PreEminent**
	...	
	239.3	A Child's Garden**
	239.1	Weldon City
	...	
	238.5	Carter Community**
	...	
	237.7	Healthy Start**
	237.5	Bridges**
	...	
	234.9	SPARC Academy**
	*	Grandfather Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

*** State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 50. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

State***	Mean Score[1]	2003 LEA Performance
	264.1	Quest Academy**
	...	
	260.9	Metrolina**
	...	
	258.3	Mountain Community**
	...	
	257.3	Woods Charter**
	257.1	Chapel Hill-Carrboro City
	...	
	256.3	Summit Charter**
	...	
	255.7	Wake, Watauga
	255.5	F Delany New School**, New Hanover
	...	
	255.1	Tyrrell
	255.0	Carteret, Tiller School**
	254.9	Ashe, Camden, Madison, Mooresville City, Pamlico, Polk, River Mill Academy**, The Learning Center**
	254.7	Elkin City, Lincoln Charter**, Moore, Mount Airy City, Mountain Discovery**, Union
	254.5	Arapahoe Charter**, Buncombe, Currituck, Henderson, Yancey
	254.3	Cabarrus, Davie, Greensboro Academy**, Kings Mountain City, Piedmont Community**
	254.1	Orange
	254.0	Franklin Academy**, Lee, Phoenix Academy**
	253.9	Charlotte/Mecklenburg, Chatham, Cherokee, Cleveland, Craven, Johnston, Lincoln, Randolph
	253.7	Avery, Burke, Caswell, Davidson, Gaston, Hyde, Macon, Surry, Vance Charter**
	253.5	Asheville City, Person, Stanly, Wilkes, Yadkin
2003 State	253.3	Alexander, Arts Based Elementary**, Catawba, Dare, Guilford, Haywood, Jones, Millennium**, Newton Conover City, Onslow, Orange Charter**, Rutherford, Winston-Salem/Forsyth
	253.1	Caldwell, Iredell-Statesville, Mitchell
	253.0	Whiteville City
	252.9	Alamance-Burlington, Alleghany, Montgomery, Sampson, Shelby City, Stokes, Wayne, Wilson
	252.7	Bethel Hill**, Cumberland, Granville, Harnett, Hickory City, Jackson, Perquimans, Roanoke Rapids City, Swain, Transylvania, Union Academy**
	252.5	Cape Fear Center**, Graham, Lenoir, Pender, Queen's Grant**, Rocky Mount Prep Sch**
	252.3	Asheboro City, Beaufort, Brunswick, Clay, Clinton City, Columbus, Lexington City, McDowell, Nash-Rocky Mount, Pitt
	252.1	C.G. Woodson**, Duplin, Greene
	252.0	Brevard Academy**, Durham, Rowan Academy**, Rowan-Salisbury, Scotland
	251.9	Chatham Charter**, Evergreen Community**, Gates, Kannapolis City
	251.7	Clover Garden**, East Wake Academy**, Edenton/Chowan, Richmond
2002 State	251.5	Rockingham, Vance
	251.3	ArtSpace Charter**, Bladen, Franklin
	251.1	Elizabeth City/Pasquotank
	251.0	Robeson
	250.9	Martin, Sterling Montessori**, Warren
2001 State	250.7	Halifax, Hoke, Research Triangle**, Washington
	250.5	Edgecombe, Thomasville City
	250.3	Bertie, Hertford
2000 State	250.1	
	250.0	Charter Day School**
	249.9	Community Charter**, Forsyth Academies**, Haliwa-Saponi Tribal**, Northampton, Washington Montessori**
	249.7	American Renaissance**, Hope Elementary**
	249.5	Carter Community**
	249.3	S.B. Howard**
1997, 1998, 1999 State	249.1	
	248.9	Anson, Chapel Hill Free School**
	...	
	248.3	Quality Education**
1995, 1996 State	248.1	
	248.0	Success Institute**
	247.9	STARS**
	247.7	East Winston Primary**
	...	
	247.3	Guilford Charter**
1993, 1994 State	247.1	Englemann School**
	247.0	Sugar Creek**
	246.9	A Child's Garden**, Crossnore Academy**, Dillard Academy**, Maureen Joy**, Torchlight Academy**
	246.7	PreEminent**, Weldon City
	246.5	Bridges**
	...	
	245.7	Children's Village Academy**
	...	
	245.1	Omuteko Gwamaziima**
	245.0	Healthy Start**
	...	
	243.5	SPARC Academy**
	*	Grandfather Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 51. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

State***	Mean Score[1]	2003 LEA Performance
	263.7	Quest Academy**
	...	
	262.7	Metrolina**
	...	
	261.7	Mountain Community**
	...	
	260.9	Magellan**
	...	
	257.9	Chapel Hill-Carrboro City
	...	
	257.0	Summit Charter**
	...	
	256.5	Watauga
	256.3	Lincoln Charter**
	...	
	256.0	Clay, Currituck
	255.9	Franklin Academy**, Greensboro Academy**
	255.7	Omuteko Gwamaziima**
	...	
	255.3	Henderson, Millennium**
	...	
	255.0	Sterling Montessori**, Wake
	254.9	Dare, Phoenix Academy**
	254.7	Hyde, Orange Charter**, Piedmont Community**, Polk, Queen's Grant**, Transylvania
	254.5	Carteret
	254.3	Buncombe, Union Academy**
	254.1	Asheville City, Mount Airy City, Union
	254.0	Mooresville City, New Hanover
	253.9	American Renaissance**, Cabarrus, Onslow, River Mill Academy**
	253.7	Davie, Kings Mountain City
	253.5	Alleghany, Avery, Caldwell, Davidson, Haywood, Swain, Yancey
	253.3	Chatham, Craven, Elkin City, Orange
	253.1	Cleveland, Evergreen Community**, Person
	253.0	Chatham Charter**, Cherokee, Lee
	252.9	Macon, Madison, Mitchell, Moore, Roanoke Rapids City, Wilkes
	252.7	Arapahoe Charter**, Burke, Charlotte/Mecklenburg, Johnston, Jones, Wilson, Winston-Salem/Forsyth
2003 State	252.5	Camden, Caswell, Forsyth Academies**, Graham, Pamlico, Surry
	252.3	Cape Fear Center**, Catawba, East Winston Primary**, Guilford, McDowell, Rowan-Salisbury, Vance Charter**, Woods Charter**
	252.1	Hickory City, Iredell-Statesville, Lincoln
	252.0	Alamance-Burlington, Ashe, Asheboro City, Gaston, Randolph, Rutherford
	251.9	Alexander, Pender, Stokes, Tyrrell
	251.7	Cumberland, Kannapolis City, Newton Conover City
	251.5	ArtSpace Charter**, Charter Day School**, Community Charter**, Gates, Research Triangle**, Rowan Academy**, Shelby City, Stanly
	251.3	Brunswick, Elizabeth City/Pasquotank, Jackson, Tiller School**, Yadkin
	251.1	Bethel Hill**, Duplin, Harnett, The Learning Center**, Whiteville City
	251.0	Clover Garden**, Nash-Rocky Mount
	250.9	Durham, Lenoir, Rockingham, Sampson, Wayne
	250.7	Beaufort, Brevard Academy**, F Delany New School**, Granville, Greene, Perquimans, Pitt, Washington Montessori**
	250.5	Scotland
	...	
2002 State	250.1	Bladen
	250.0	C.G. Woodson**
	249.9	Clinton City, East Wake Academy**, Edenton/Chowan, Franklin
	249.7	Halifax, Robeson, Vance, Warren
	249.5	Haliwa-Saponi Tribal**, Martin
	...	
1999, 2000 ,2001 State	249.1	Edgecombe
	249.0	Anson, Thomasville City
	248.9	Columbus, Mountain Discovery**, Rocky Mount Prep Sch**
	...	
	248.5	Bertie, Hoke
	248.3	Success Institute**
1996, 1998 State	248.1	Richmond
	247.9	A Child's Garden**
	247.7	Hertford
	247.5	Healthy Start**, Lexington City, Montgomery
	247.3	Northampton, S.B. Howard**
1994, 1995, 1997 State	247.1	Ann Atwater**, Carter Community**, Hope Elementary**
	246.9	Bridges**, Guilford Charter**, Maureen Joy**, SPARC Academy**, Washington
	...	
	246.5	Torchlight Academy**
	246.3	Children's Village Academy**, PreEminent**, Sugar Creek**
1993 State	246.1	
	...	
	245.7	Chapel Hill Free School**, STARS**
	...	
	245.3	Englemann School**
	...	
	244.9	Quality Education**
	...	
	242.7	Weldon City
	*	Crossnore Academy**, Grandfather Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 52. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

State***	Mean Score[1]	2003 LEA Performance
	270.0	Quest Academy**
	...	
	267.5	Magellan**
	...	
	266.9	Metrolina**
	...	
	263.3	Mountain Community**, Phoenix Academy**
	...	
	263.0	Chapel Hill-Carrboro City
	...	
	262.7	Watauga
	262.5	Clay, Currituck, Polk
	262.3	Lincoln Charter**
	262.1	Piedmont Community**
	...	
	261.7	Franklin Academy**
	261.5	Carteret, Elkin City, Mount Airy City, Orange Charter**, Wake
	261.3	Jones
	...	
	261.0	Henderson
	260.9	Millennium**, New Hanover, Transylvania, Union
	260.7	Cabarrus, Camden, Dare, Kings Mountain City, Lee
	260.5	Buncombe, Hyde, Surry
	260.3	Alamance-Burlington, Alleghany, Hickory City
	...	
	260.0	Davidson, Summit Charter**
	259.9	Caldwell, Cleveland, Lincoln, Mooresville City, Orange, Roanoke Rapids City, Vance Charter**, Wilkes
	259.7	Caswell, Charlotte/Mecklenburg, Cherokee, Craven, Davie, Greensboro Academy**, Johnston, Onslow, Person, Randolph
	259.5	American Renaissance**, Ashe, Asheville City, Avery, Macon, Madison, Pamlico, Union Academy**, Yancey
	259.3	Burke, Catawba, Chatham, Guilford, Haywood, Moore, Perquimans, Queen's Grant**, Winston-Salem/Forsyth
2003 State	259.1	Asheboro City, Rutherford
	259.0	Forsyth Academies**, Gaston, River Mill Academy**
	258.9	Mitchell, Pender, Stanly, Stokes, Yadkin
	258.7	Arapahoe Charter**, Duplin, Gates, Swain
	258.5	Cape Fear Center**, F Delany New School**, Kannapolis City, McDowell, Tiller School**, Wilson
	258.3	Iredell-Statesville, Nash-Rocky Mount, Newton Conover City
	258.1	C.G. Woodson**
	258.0	Beaufort, Chatham Charter**, Elizabeth City/Pasquotank, Graham
	257.9	Brunswick, Cumberland, Rowan-Salisbury
	257.7	Durham, Lenoir, Washington Montessori**
	257.5	East Wake Academy**, East Winston Primary**, Harnett, Pitt, Sampson, Sterling Montessori**, Tyrrell, Wayne
	257.3	Jackson, Rockingham, Thomasville City
	257.1	Alexander, Granville
	257.0	Greene, Martin, Scotland, Vance
	256.9	ArtSpace Charter**, Bethel Hill**
	256.7	Charter Day School**, Franklin, Halifax, Shelby City
2002 State	256.5	Clinton City, Omuteko Gwamaziima**, Whiteville City
	256.3	Bladen, Columbus
	256.1	Bertie
	256.0	Lexington City, Robeson
2001 State	255.9	Anson, Edgecombe, Warren
	255.7	Clover Garden**, Woods Charter**
	255.5	Montgomery
	255.3	Evergreen Community**, Research Triangle**, Richmond, Rowan Academy**
2000 State	255.1	
	255.0	Hoke, Quality Education**
	254.9	Bridges**, Hertford, Rocky Mount Prep Sch**, Washington
	254.7	Success Institute**
	254.5	Edenton/Chowan
	254.3	Maureen Joy**
1998,1999 State	254.1	Brevard Academy**, Northampton, STARS**
	253.9	S.B. Howard**, The Learning Center**
	...	
	253.5	Children's Village Academy**
	...	
1997 State	253.1	Hope Elementary**
	252.9	A Child's Garden**, SPARC Academy**, Torchlight Academy**
	252.7	Haliwa-Saponi Tribal**, Mountain Discovery**
	252.5	PreEminent**
	252.3	Community Charter**
1996 State	252.1	Carter Community**
	...	
	251.7	Sugar Creek**
	...	
	251.3	Ann Atwater**, Healthy Start**, Weldon City
1995 State	251.1	
	...	
	250.5	Guilford Charter**
	...	
1994 State	250.1	
	...	
1993 State	249.1	
	248.9	Englemann School**
	...	
	247.7	Chapel Hill Free School**
	*	Crossnore Academy**, Grandfather Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 53. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

State***	Mean Score[1]	2003 LEA Performance
	268.3	Quest Academy**
	...	
	267.1	Metrolina**
	...	
	264.5	Magellan**
	...	
	262.5	Lake Norman**
	262.3	Summit Charter**
	262.1	Mountain Community**
	261.9	Chapel Hill-Carrboro City
	...	
	261.3	Watauga
	261.1	F Delany New School**
	261.0	Polk
	260.9	Phoenix Academy**
	...	
	260.5	Cape Fear Center**
	...	
	259.7	Wake
	259.5	Camden, Henderson, Lincoln Charter**, The Learning Center**, Vance Charter**
	259.3	Chatham Charter**, Currituck, Davie
	259.1	Evergreen Community**
	259.0	Buncombe, Orange Charter**, River Mill Academy**
	258.9	Avery, Carteret, Transylvania
	258.7	Greensboro Academy**, New Hanover
	258.5	Ashe, Union
	258.3	Caldwell, Cherokee, Macon, Madison, Millennium**, Mount Airy City, Orange, Tyrrell
	258.1	Craven, Dare, Davidson, Franklin Academy**, Moore, Onslow, Queen's Grant**
	258.0	Cabarrus
	257.9	Asheville City, Gaston College Prep**, Jones, Sterling Montessori**, Tiller School**
	257.7	Alleghany, American Renaissance**, Clay, Mooresville City, Pender, Roanoke Rapids City, Yancey
	257.5	Forsyth Academies**, Hickory City
	257.3	Arapahoe Charter**, Haywood, Johnston, Surry
	257.1	Burke, Cleveland, Kings Mountain City, Lincoln, Piedmont Community**, Stokes
	257.0	Chatham, Elkin City
2003 State	256.9	Alexander, Catawba, Charlotte/Mecklenburg, Gaston, Guilford, Mitchell, Person, Winston-Salem/Forsyth
	256.7	ArtSpace Charter**, Asheboro City, Cumberland, Gates, McDowell, Randolph, Rutherford, Swain, Yadkin
	256.5	Clinton City, Graham, Iredell-Statesville, Newton Conover City, Pamlico, Rowan-Salisbury, Stanly, Union Academy**, Washington Montessori**, Wilkes, Wilson
	256.3	Brunswick, Harnett, Lee, Sampson
	256.1	Alamance-Burlington, Shelby City
	256.0	Perquimans
	255.9	Wayne
	255.7	Beaufort, Caswell, Durham, Granville, Lenoir, Woods Charter**
	255.5	Duplin, Elizabeth City/Pasquotank, Jackson, Kannapolis City, Nash-Rocky Mount, Pitt, Whiteville City
	255.3	Bethel Hill**
2002 State	255.1	Rockingham
	255.0	Brevard Academy**
	254.9	Clover Garden**, Franklin, Rocky Mount Prep Sch**
	254.7	Edenton/Chowan, MAST**, Martin
	254.5	Greene, Hyde, Scotland
	254.3	Vance
2001 State	254.1	Bladen
	254.0	Hoke
	253.9	Anson, C.G. Woodson**, Community Charter**, Englemann School**, Halifax
	253.7	Columbus, East Wake Academy**, Guilford Charter**, Richmond, STARS**
	253.5	Montgomery, Mountain Discovery**
	253.3	Bertie, Warren
2000 State	253.1	
	253.0	Lexington City, S.B. Howard**, Success Institute**, Thomasville City
	...	
	252.7	Edgecombe

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.
The end-of-grade reading scale score range is 216 to 290 and this range is used calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 53. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score[1]	2003 LEA Performance
	252.5	Robeson
	...	
1998, 1999 State	252.1	
	252.0	Chapel Hill Free School**, Research Triangle**
	251.9	Ann Atwater**, Hope Elementary**, Northampton, Omuteko Gwamaziima**, Washington
	...	
	251.5	Hertford
	251.3	Maureen Joy**
1997 State	251.1	
	251.0	Haliwa-Saponi Tribal**
	...	
	250.7	Children's Village Academy**
	250.5	Bridges**, Quality Education**, Weldon City
	250.3	PreEminent**
1993, 1994, 1995, 1996 State	250.1	
	...	
	249.3	Sugar Creek**
	...	
	248.7	Healthy Start**
	...	
	248.3	SPARC Academy**
	...	
	247.7	Rowan Academy**
	...	
	247.3	Grandfather Academy**
	...	
	246.3	Carter Community**
	...	
	243.5	Torchlight Academy**
	*	Crossnore Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 54. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

State***	Mean Score[1]	2003 LEA Performance
	276.3	Quest Academy**
	...	
	274.1	Metrolina**
	...	
	271.0	Magellan**
	...	
	269.9	Lake Norman**
	...	
	268.5	Chapel Hill-Carrboro City
	...	
	268.0	Polk
	...	
	266.9	Summit Charter**
	...	
	266.5	Camden
	...	
	266.0	Phoenix Academy**
	265.9	Chatham Charter**, Watauga
	265.7	Millennium**, Wake
	265.5	Cape Fear Center**
	265.3	Davie
	265.1	Buncombe
	264.9	Henderson, Mountain Community**
	264.7	Mount Airy City, Union
	264.5	Ashe, New Hanover, Vance Charter**
	264.3	Orange, Transylvania
	...	
	263.9	Cabarrus, Madison, Surry
	263.7	Avery, Kings Mountain City, Lincoln Charter**, Lincoln, Moore, Tyrrell
	263.5	Currituck, Yancey
	263.3	Carteret, Macon
	263.1	Caldwell, Charlotte/Mecklenburg, Hickory City
	263.0	Craven, Davidson, Elkin City, Franklin Academy**, Johnston, Jones, Randolph
	262.9	Dare, Guilford, Pender, Yadkin
	262.7	Alamance-Burlington, American Renaissance**, Arapahoe Charter**, Asheville City, Chatham, Cherokee, Mooresville City, Onslow, Woods Charter**
	262.5	Asheboro City, Burke, Gaston College Prep**, Greensboro Academy**, Haywood, Person, Roanoke Rapids City
2003 State	262.3	Catawba, Clinton City, Piedmont Community**, Winston-Salem/Forsyth
	262.1	Cleveland, Gaston
	262.0	Evergreen Community**, Graham, River Mill Academy**, Rutherford
	261.9	Lee
	261.7	Gates, McDowell, Stokes
	261.5	Caswell, Cumberland, Iredell-Statesville, Lenoir, Stanly, Wilkes
	261.3	Durham, Orange Charter**, Perquimans
	261.1	Brunswick
	261.0	Wilson
2002 State	260.9	ArtSpace Charter**, Nash-Rocky Mount, Pitt, Queen's Grant**, Sampson, Tiller School**
	260.7	Alleghany, Beaufort, F Delany New School**, Harnett, Shelby City, Vance
	260.5	Alexander, Duplin, Hyde, Newton Conover City, Rockingham, Rowan-Salisbury, Swain, Whiteville City
	260.3	Elizabeth City/Pasquotank, Granville, Jackson, Rocky Mount Prep Sch**
2001 State	260.1	Kannapolis City
	260.0	Martin, Union Academy**, Wayne
	259.9	Clay, Forsyth Academies**, Pamlico
	259.7	Bertie
	259.5	Scotland
	259.3	Columbus, Edenton/Chowan
1999,2000 State	259.1	Franklin, Halifax, Mitchell
	259.0	C.G. Woodson**
	258.9	Bethel Hill**, East Wake Academy**, Greene
	...	
	258.5	Clover Garden**, Hoke, Lexington City, Montgomery
	258.3	Warren
	258.1	Sterling Montessori**, Washington Montessori**
	258.0	Anson
	257.9	Bladen, Richmond
	257.7	Edgecombe, Thomasville City
	257.5	Brevard Academy**, Englemann School**, Research Triangle**
	257.3	Bridges**, Community Charter**
	257.1	Northampton, STARS**
	257.0	Robeson
	...	
	256.7	Hertford, Mountain Discovery**, Washington
	...	
1998 State	256.1	Success Institute**, The Learning Center**
	...	
	255.7	Guilford Charter**
	255.5	Haliwa-Saponi Tribal**
	255.3	Quality Education**, S.B. Howard**
1997 State	255.1	Torchlight Academy**
	...	
	254.7	Hope Elementary**
	254.5	Chapel Hill Free School**, PreEminent**
	254.3	Ann Atwater**, Weldon City
1996 State	254.1	
	254.0	Omuteko Gwamaziima**
	...	
	253.3	Maureen Joy**, SPARC Academy**
1995 State	253.1	Sugar Creek**
	253.0	Carter Community**
	252.9	Children's Village Academy**
	...	
1994 State	252.1	
	...	
	251.3	Rowan Academy**
1993 State	251.1	Healthy Start**
	251.0	MAST**
	...	
	248.5	Grandfather Academy**
	*	Crossnore Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 55. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

State***	Mean Score[1]	2003 LEA Performance
	268.7	Magellan**
	...	
	267.5	Metrolina**
	...	
	266.9	Quest Academy**
	...	
	266.3	Mountain Discovery**
	...	
	265.1	Exploris**
	...	
	264.5	F Delany New School**
	...	
	263.7	Chapel Hill-Carrboro City, Watauga
	263.5	Woods Charter**
	263.3	Franklin Academy**, Lake Norman**
	...	
	262.9	Gaston College Prep**
	262.7	River Mill Academy**
	262.5	Mountain Community**
	262.3	Transylvania
	...	
	262.0	Dare, Henderson, Polk
	261.9	Clover Garden**, Mount Airy City, Pamlico
	261.7	Elkin City, Sterling Montessori**, Summit Charter**, Tiller School**
	261.5	Chatham Charter**, Thomas Jefferson**
	261.3	Camden, Union Academy**
	261.1	Wake
	261.0	Currituck
	260.9	Ashe, Cherokee, Evergreen Community**
	260.7	Carteret, Clay, Greensboro Academy**, Moore, Yancey
	260.5	Macon, Mooresville City, Union
	260.3	Alleghany, Arapahoe Charter**, Buncombe, Cabarrus, Caldwell, New Hanover, Phoenix Academy**
	260.1	Davidson
	260.0	Davie, Mitchell
	259.9	Catawba, Lincoln Charter**, McDowell
	259.7	Craven, Haywood, Kings Mountain City, Onslow, Orange Charter**
	259.5	Bethel Hill**, Burke, Graham, Orange, Surry
	259.3	Asheville City, Chatham, Stanly
	259.1	Iredell-Statesville, Lincoln
	259.0	Johnston
	258.9	Brevard Academy**, Cleveland, Guilford, Wilkes, Wilson, Yadkin
2003 State	258.7	Avery, Stokes
	258.5	Cape Fear Center**, Cumberland, East Wake Academy**, Harnett, Jackson, Pender, Piedmont Community**, Sampson, Winston-Salem/Forsyth
	258.3	Alamance-Burlington, American Ren. Middle**, Gaston, Granville, Hickory City, Lee, Roanoke Rapids City, Rockingham, Rowan-Salisbury, Rutherford, Vance Charter**
2002 State	258.1	Charlotte/Mecklenburg, Madison, Pitt, Randolph
	258.0	Bethany Community**, Clinton City
	257.9	Elizabeth City/Pasquotank, Lenoir, Person, Swain
	257.7	Alexander, Brunswick, Downtown Middle**, Duplin, Edenton/Chowan, Jones, Newton Conover City
	257.5	Asheboro City, Bridges**, Forsyth Academies**, Martin, Rocky Mount Prep Sch**, Shelby City, Tyrrell
	...	
1999, 2001 State	257.1	Durham, Gates, Nash-Rocky Mount
	257.0	ArtSpace Charter**, Beaufort, Wayne
	256.9	Grandfather Academy**, Kannapolis City
	256.7	Caswell

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using the results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 55. 2002-03 End-of-Grade Multiple-Choice Test Result
Grade 6 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score[1]	2003 LEA Performance
	256.5	Greene
	256.3	Franklin, Perquimans, Richmond, Warren, Whiteville City
1997, 1998, 2000 State	256.1	Guilford Charter**, Hyde, Scotland
	256.0	Hoke
	255.9	Alpha Academy**
	255.7	Montgomery
	255.5	Columbus, Edgecombe, Thomasville City
	255.3	Anson, Bladen, CIS Academy**, Robeson
1995, 1996 State	255.1	
	255.0	Halifax, Lexington City, Success Institute**
	254.9	Research Triangle**
	254.7	MAST**, Vance
	...	
	254.3	Kestrel Heights**
1993, 1994 State	254.1	Hertford
	254.0	Quality Education**, Washington
	253.9	Bertie
	253.7	C.G. Woodson**, SPARC Academy**
	253.5	Haliwa-Saponi Tribal**, Northampton
	253.3	Imani Institute**
	253.1	S.B. Howard**
	252.9	Weldon City
	...	
	251.9	Children's Village Academy**
	...	
	251.3	Healthy Start**
	...	
	251.0	Provisions Academy**
	250.9	Sugar Creek**
	...	
	248.5	Carter Community**
	...	
	247.3	Ann Atwater**
	247.1	Omuteko Gwamaziima**
	*	Chapel Hill Free School**, Crossnore Academy**

Notes:[1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using the results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 56. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

State***	Mean Score[1]	2003 LEA Performance
	280.7	Magellan**
	...	
	280.1	Quest Academy**
	...	
	274.9	Metrolina**
	...	
	272.9	Gaston College Prep**
	...	
	271.9	Chapel Hill-Carrboro City, Exploris**
	...	
	271.5	Lake Norman**
	...	
	271.0	Elkin City
	...	
	270.5	Watauga
	...	
	269.9	Franklin Academy**, Polk, Transylvania
	269.7	Henderson, Kings Mountain City, Orange Charter**
	...	
	268.7	Dare
	268.5	Moore, Mountain Community**
	268.3	Ashe, Clover Garden**, Surry
	268.1	Wake
	268.0	Greensboro Academy**, Pamlico
	267.9	Avery, Buncombe, Camden, Lincoln, Union
	267.7	Cabarrus, Davie, Mooresville City
	267.5	Clay, Mount Airy City, Stanly, Union Academy**
	267.3	Burke, Chatham Charter**, Cleveland, Lee, New Hanover
	...	
	267.0	Catawba, Chatham
	266.9	Cherokee, Davidson, Haywood, Orange, Yancey
	266.7	Currituck, F Delany New School**, Woods Charter**
	266.5	Caldwell, Carteret, Wilkes
	266.3	Alamance-Burlington, Charlotte/Mecklenburg, Craven, Graham, Guilford, Johnston, Onslow, Tiller School**, Yadkin
	266.1	Summit Charter**, Wilson
	266.0	Hickory City, Iredell-Statesville, Madison
2003 State	265.9	Gaston, Lenoir, Lincoln Charter**, McDowell, Person
	265.7	Randolph, River Mill Academy**, Winston-Salem/Forsyth
	265.5	Asheville City, Macon, Mountain Discovery**, Newton Conover City, Sterling Montessori**, Thomas Jefferson**
	265.3	Jackson, Pitt, Rutherford, Shelby City
	265.1	Evergreen Community**, Piedmont Community**, Stokes
	265.0	Asheboro City, Bethany Community**, Martin
	264.9	Forsyth Academies**, Harnett, Roanoke Rapids City
	264.7	Alexander, Rockingham, Rowan-Salisbury
2002 State	264.5	Cumberland, Pender, Rocky Mount Prep Sch**
	264.3	Alleghany, Brevard Academy**, Caswell, East Wake Academy**
	264.1	Granville
	264.0	Arapahoe Charter**, Gates, Nash-Rocky Mount
	263.9	Brunswick, Durham, Perquimans, Sampson, Swain
	263.7	Beaufort, Kannapolis City, Mitchell, Wayne
	263.5	Clinton City, Duplin, Edenton/Chowan, Jones
2001 State	263.3	Bethel Hill**, Elizabeth City/Pasquotank, Scotland, Tyrrell
	263.1	Hyde
	263.0	Richmond
	262.9	Bertie
	262.7	Greene, Kestrel Heights**, Montgomery
	262.5	Columbus, Edgecombe, Warren
	262.3	American Ren. Middle**, CIS Academy**, Hoke
1999,2000 State	262.1	
	261.9	Bladen, Downtown Middle**, Franklin, Phoenix Academy**, Robeson
	261.7	ArtSpace Charter**, Guilford Charter**, Halifax, Vance Charter**
	261.5	Cape Fear Center**, Washington, Whiteville City
	261.3	Alpha Academy**, Lexington City
1998 State	261.1	C.G. Woodson**
	261.0	Anson
	...	
	260.7	Hertford, Quality Education**
	260.5	Thomasville City
	260.3	Children's Village Academy**
	260.1	Northampton, Weldon City
	259.9	Vance
	...	
	259.3	MAST**
1997 State	259.1	
	259.0	Haliwa-Saponi Tribal**
	...	
	258.7	S.B. Howard**, SPARC Academy**
	258.5	Success Institute**
	258.3	Grandfather Academy**, Provisions Academy**
1996 State	258.1	
	257.9	Research Triangle**
	...	
1994,1995 State	257.1	
	...	
	256.7	Imani Institute**
	...	
1993 State	256.1	
	256.0	Bridges**
	...	
	255.7	Carter Community**, Healthy Start**
	...	
	255.3	Sugar Creek**
	...	
	254.7	Crossnore Academy**
	...	
	253.5	Ann Atwater**
	...	
	252.1	Omuteko Gwamaziima**
	*	Chapel Hill Free School**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 57. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

State***	Mean Score[1]	2003 LEA Performance
	274.3	Metrolina**
	...	
	271.5	Magellan**
	...	
	270.5	Quest Academy**
	...	
	268.3	Exploris**, Lake Norman**
	...	
	267.3	Chapel Hill-Carrboro City, Mountain Community**
	...	
	266.5	Evergreen Community**
	...	
	266.0	F Delany New School**, Watauga
	...	
	265.3	Franklin Academy**, Greensboro Academy**
	...	
	265.0	Dare
	264.9	Polk
	264.7	Ashe, Henderson, Transylvania
	264.5	Cape Fear Center**
	...	
	264.1	River Mill Academy**
	263.9	Mount Airy City
	263.7	Summit Charter**, Wake, Woods Charter**, Yancey
	263.5	Carteret
	263.3	Alleghany, Currituck, Davie, Orange Charter**, Union
	...	
	263.0	Buncombe, Cabarrus
	262.9	Moore, Mooresville City
	262.7	Camden, Catawba, Clay, Elkin City, Johnston, Mitchell
	262.5	Brevard Academy**, Cherokee, Downtown Middle**, Onslow
	262.3	Caldwell, Davidson, New Hanover, Sterling Montessori**, Surry, Vance Charter**
	262.1	Chatham, Kings Mountain City, Stanly
	262.0	Clinton City, Haywood, Orange
	261.9	American Ren. Middle**, Arapahoe Charter**, Asheville City, Burke, Hickory City, Iredell-Statesville, Jackson, Pender, Yadkin
	261.7	Avery, Cleveland, McDowell, Piedmont Community**, Swain, Thomas Jefferson**, Wilkes
	261.5	Craven, Macon, Newton Conover City, Pamlico
2003 State	261.3	Alexander, Asheboro City, East Wake Academy**, Lincoln Charter**, Person
	261.1	Edenton/Chowan, Randolph, Rowan-Salisbury
	261.0	Graham, Guilford
	260.9	Bethany Community**, Clover Garden**, Forsyth Academies**, Stokes, Wilson
	260.7	Brunswick, Charlotte/Mecklenburg, Cumberland, Harnett, Lincoln, Pitt
	260.5	Greene, Kestrel Heights**, Research Triangle**, Rockingham, Rutherford, Tyrrell
	260.3	Beaufort, Rocky Mount Prep Sch**, Winston-Salem/Forsyth
	260.1	C.G. Woodson**, Whiteville City
	260.0	Chatham Charter**
	259.9	Alamance-Burlington, Caswell, Franklin, Gaston, Guilford Charter**, Lenoir, Nash-Rocky Mount, Perquimans
	259.7	Roanoke Rapids City, Scotland
	259.5	Columbus, Duplin, Granville, Jones, Madison, Richmond, Sampson, Wayne

Notes: [1]Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 57. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score[1]	2003 LEA Performance
	259.3	Elizabeth City/Pasquotank, Lee, Shelby City
	...	
	259.0	Durham, Martin, Montgomery
	258.9	Bladen, Gates, Hyde
	258.7	Alpha Academy**
	...	
1999, 2000, 2001, 2002 State	258.1	
	257.9	Hoke, Robeson
	...	
	257.5	Haliwa-Saponi Tribal**, Kannapolis City
	257.3	Edgecombe
1998 State	257.1	Thomasville City
	257.0	Chapel Hill Free School**
	256.9	Quality Education**, Warren
	256.7	MAST**
	256.5	Lexington City
	...	
1995, 1996, 1997 State	256.1	
	255.9	Anson, Bertie, Hertford, Weldon City
	255.7	Halifax, Northampton, S.B. Howard**
	255.5	Washington
	255.3	Vance
1993, 1994 State	255.1	
	254.9	Bridges**
	254.7	SPARC Academy**
	...	
	254.3	Crossnore Academy**, Grandfather Academy**
	...	
	253.9	Kennedy Charter**
	253.7	Imani Institute**
	...	
	253.0	Ann Atwater**
	...	
	251.9	Sugar Creek**
	...	
	250.9	Carter Community**
	250.7	CIS Academy**, Omuteko Gwamaziima**
	...	
	249.3	Provisions Academy**
	*	Lakeside School**, Phoenix Academy**

Notes: [1]Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 58. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

State***	Mean Score[1]	2003 LEA Performance
	287.9	Metrolina**
	...	
	284.3	Quest Academy**
	...	
	283.9	Magellan**
	...	
	279.3	Lake Norman**
	...	
	276.0	Chapel Hill-Carrboro City
	...	
	275.7	Mountain Community**
	...	
	274.9	Exploris**
	...	
	274.1	Transylvania
	...	
	273.7	Ashe, Mount Airy City, Watauga
	273.5	F Delany New School**, Greensboro Academy**
	273.3	Henderson
	...	
	272.9	Polk
	...	
	272.5	Elkin City
	...	
	272.0	Franklin Academy**
	...	
	271.7	Buncombe
	271.5	Dare
	271.3	Evergreen Community**, Wake
	271.1	Kings Mountain City
	271.0	Moore
	270.9	Yancey
	270.7	Haywood, Lincoln, Union
	270.5	Alleghany, Surry
	270.3	Avery, Cabarrus, Cleveland, Johnston, Vance Charter**
	270.1	Catawba, Mooresville City, New Hanover, Wilkes
	270.0	Davie
	269.9	Newton Conover City, Stanly
	269.7	Cherokee, Iredell-Statesville, Orange
	269.5	Carteret, Clay, Currituck, Pender
	269.3	Burke, Caldwell, Charlotte/Mecklenburg, Graham, Onslow
	269.1	Piedmont Community**
	269.0	Hickory City
	268.9	Chatham Charter**, Edenton/Chowan
	268.7	McDowell
	268.5	Gaston, Person, Pitt, Randolph
2003 State	268.3	Chatham, Davidson, Lenoir
2002 State	268.1	Alamance-Burlington, Yadkin
	268.0	Asheville City, Cape Fear Center**, Woods Charter**
	267.9	Brevard Academy**, Guilford, Jackson, Pamlico, Scotland, Wilson
	267.7	Asheboro City, Beaufort, Macon, Martin, Rowan-Salisbury, Tyrrell
	267.5	Bethany Community**, Brunswick, Downtown Middle**, Harnett, Lee, River Mill Academy**, Rutherford, Winston-Salem/Forsyth
	267.3	East Wake Academy**
2001 State	267.1	Arapahoe Charter**, Clinton City, Craven, Roanoke Rapids City
	267.0	Thomas Jefferson**
	266.9	Kestrel Heights**, Mitchell
	266.7	C.G. Woodson**, Orange Charter**, Rocky Mount Prep Sch**, Stokes
	266.5	Alexander, Camden, Lincoln Charter**, Richmond, Shelby City, Sterling Montessori**, Summit Charter**
	266.3	Perquimans
	266.1	Cumberland, Rockingham, Swain
	266.0	Wayne
	265.9	Clover Garden**, Greene, Jones, Montgomery, Nash-Rocky Mount
	265.7	Kannapolis City, Research Triangle**, Sampson

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 58. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics (continued)

State***	Mean Score[1]	2003 LEA Performance
	265.5	Franklin
	265.3	Caswell
	...	
	265.0	Duplin, Gates, Hyde
	264.9	Durham
	...	
	264.5	Forsyth Academies**
	264.3	Bladen, Columbus, Elizabeth City/Pasquotank, Granville, Madison, Robeson
1999,2000 State	264.1	
	...	
	263.7	American Ren. Middle**
	263.5	Chapel Hill Free School**, Whiteville City
	263.3	Lexington City
	263.1	Hoke, MAST**
	262.9	Edgecombe, Weldon City
	262.7	Bertie, Thomasville City
	...	
	262.3	Anson, Quality Education**, S.B. Howard**
1998 State	262.1	
	261.9	Halifax, Hertford
	...	
	261.5	Northampton, Warren
	261.3	Alpha Academy**, Washington
1997 State	261.1	
	260.9	CIS Academy**
	...	
	260.5	Guilford Charter**
	...	
1995,1996 State	260.1	Vance
	259.9	Haliwa-Saponi Tribal**
	...	
	259.3	Grandfather Academy**
1993,1994 State	259.1	
	259.0	Sugar Creek**
	...	
	258.7	Crossnore Academy**
	258.5	SPARC Academy**
	...	
	258.1	Ann Atwater**, Bridges**, Imani Institute**
	...	
	257.3	Omuteko Gwamaziima**, Provisions Academy**
	...	
	256.1	Carter Community**
	*	Kennedy Charter**, Lakeside School**, Phoenix Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 59. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

State***	Mean Score[1]	2003 LEA Performance
	274.7	Metrolina**
	...	
	270.7	Exploris**
	270.5	Magellan**
	...	
	269.9	Evergreen Community**
	269.7	Chapel Hill-Carrboro City
	269.5	Quest Academy**
	...	
	269.1	F Delany New School**, Lake Norman**
	268.9	Mountain Community**
	268.7	Greensboro Academy**
	268.5	Watauga
	...	
	267.7	Sterling Montessori**
	267.5	Ashe
	267.3	River Mill Academy**
	...	
	267.0	Brevard Academy**, Currituck, Dare, Elkin City
	266.9	Avery, Pamlico, Woods Charter**
	266.7	Davie, Henderson, Mount Airy City, Wake
	266.5	Clay, Orange Charter**, Polk, Transylvania
	266.3	Guilford Charter**
	266.1	Alleghany
	266.0	Cabarrus, Carteret
	265.9	Chatham Charter**, Chatham, Cherokee, Moore, Union
	265.7	Buncombe, Camden, Clover Garden**, Downtown Middle**, Graham, MAST**, Surry
	265.5	Franklin Academy**, Johnston, Macon, Thomas Jefferson**, Yancey
	265.3	Catawba
	265.1	Craven, Kings Mountain City, Onslow
	265.0	Grandfather Academy**, Mooresville City, New Hanover, Orange
	264.9	Caldwell, Davidson, McDowell, Mitchell, Shelby City, Stanly
	264.7	American Ren. Middle**, Iredell-Statesville, Madison
	264.5	Asheville City, Cleveland, Haywood, Pender, Wilkes
	264.3	Guilford, Jackson, Stokes, Tyrrell, Yadkin
	264.1	Burke
	264.0	Harnett
2003 State	263.9	Person, Wilson, Winston-Salem/Forsyth
	263.7	Lincoln, Newton Conover City
	263.5	Arapahoe Charter**, Hyde, Rowan-Salisbury, Vance Charter**
	263.3	Charlotte/Mecklenburg, Edenton/Chowan, Gaston, Gates, Pitt, Randolph, Rockingham
2000, 2001, 2002 State	263.1	Rutherford, Wayne
	263.0	Lincoln Charter**
	262.9	Alamance-Burlington, Alexander, Bethany Community**, Bridges**, Brunswick, CIS Acad**, Cumberland
	262.7	Caswell, Granville, Hickory City, Jones, Lenoir, Perquimans, Swain
	262.5	Clinton City, Duplin, East Wake Academy**, Summit Charter**
	262.3	Kestrel Heights**, Nash-Rocky Mount, Richmond, Rocky Mount Prep Sch**, Sampson
	262.1	Durham
	262.0	Asheboro City
	261.9	Beaufort, Kannapolis City, Roanoke Rapids City
	261.7	Columbus, Elizabeth City/Pasquotank, Franklin, Greene, Whiteville City
	261.5	Montgomery
	261.3	Bladen, Lee, Scotland

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 59. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score[1]	2003 LEA Performance
1998,1999 State	261.1	Martin
	261.0	Hoke, Kennedy Charter**
	260.9	Anson
	...	
	260.5	Edgecombe, Thomasville City
	...	
1997 State	260.1	C.G. Woodson**
	260.0	Quality Education**
	259.9	Hertford, Lexington City, Robeson
	...	
	259.5	Sugar Creek**, Warren
	259.3	Washington
1994,1995, 1996 State	259.1	S.B. Howard**
	259.0	Alpha Academy**
	258.9	Laurinburg Homework**, Northampton
	258.7	Omuteko Gwamaziima**
	258.5	Ann Atwater**, Halifax, Vance
	258.3	Bertie
1993 State	258.1	
	...	
	256.9	Provisions Academy**
	...	
	256.5	Weldon City
	256.3	SPARC Academy**
	...	
	254.9	Imani Institute**
	...	
	254.3	Carter Community**
	...	
	254.0	Crossnore Academy**
	*	Chapel Hill Free School**, Lakeside School**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.
The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 60. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics

State***	Mean Score[1]	2003 LEA Performance
	286.9	Metrolina**
	...	
	283.7	Magellan**
	...	
	282.9	Quest Academy**
	...	
	282.3	Lake Norman**
	...	
	279.3	Chapel Hill-Carrboro City
	...	
	277.1	F Delany New School**, Graham
	...	
	276.7	Henderson
	276.5	Brevard Academy**, Transylvania
	276.3	Ashe, Exploris**, Mount Airy City
	...	
	276.0	Watauga
	275.9	Alleghany, Polk
	275.7	Davie
	275.5	Surry
	275.3	Buncombe, Currituck
	275.1	Orange Charter**
	275.0	Kings Mountain City
	274.9	Moore, Yancey
	274.7	Elkin City, Greensboro Academy**, Stanly, Wake, Wilkes
	274.5	Johnston, Mooresville City
	...	
	274.1	Madison, Union
	274.0	Pamlico
	273.9	Chatham Charter**, Hyde, Mountain Community**, River Mill Academy**
	273.7	Avery, Catawba, Cherokee
	273.5	Cabarrus, Carteret, Chatham, Dare, Edenton/Chowan, Iredell-Statesville
	273.3	Clay, Franklin Academy**, New Hanover
	273.1	Lincoln
	273.0	Cleveland, Onslow
	...	
	272.7	Haywood, Newton Conover City, Shelby City
	272.5	Bethany Community**, CIS Academy**, Caldwell, Davidson, Jackson, Pender
	272.3	McDowell, Orange
	272.1	Camden, Stokes
	271.9	Burke, Craven, Macon, Yadkin
2003 State	271.7	Arapahoe Charter**, Clover Garden**, Harnett
	271.5	Gates, Guilford, Lenoir, Randolph, Sampson, Woods Charter**
2002 State	271.3	Asheville City, Charlotte/Mecklenburg, Gaston, Martin, Person, Rowan-Salisbury
	271.1	Brunswick, Thomas Jefferson**
	271.0	Laurinburg Homework**, Winston-Salem/Forsyth
	270.9	Evergreen Community**, Jones, Lee
	270.7	Alamance-Burlington, Asheboro City, MAST**, Perquimans, Rutherford, Wayne, Wilson

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

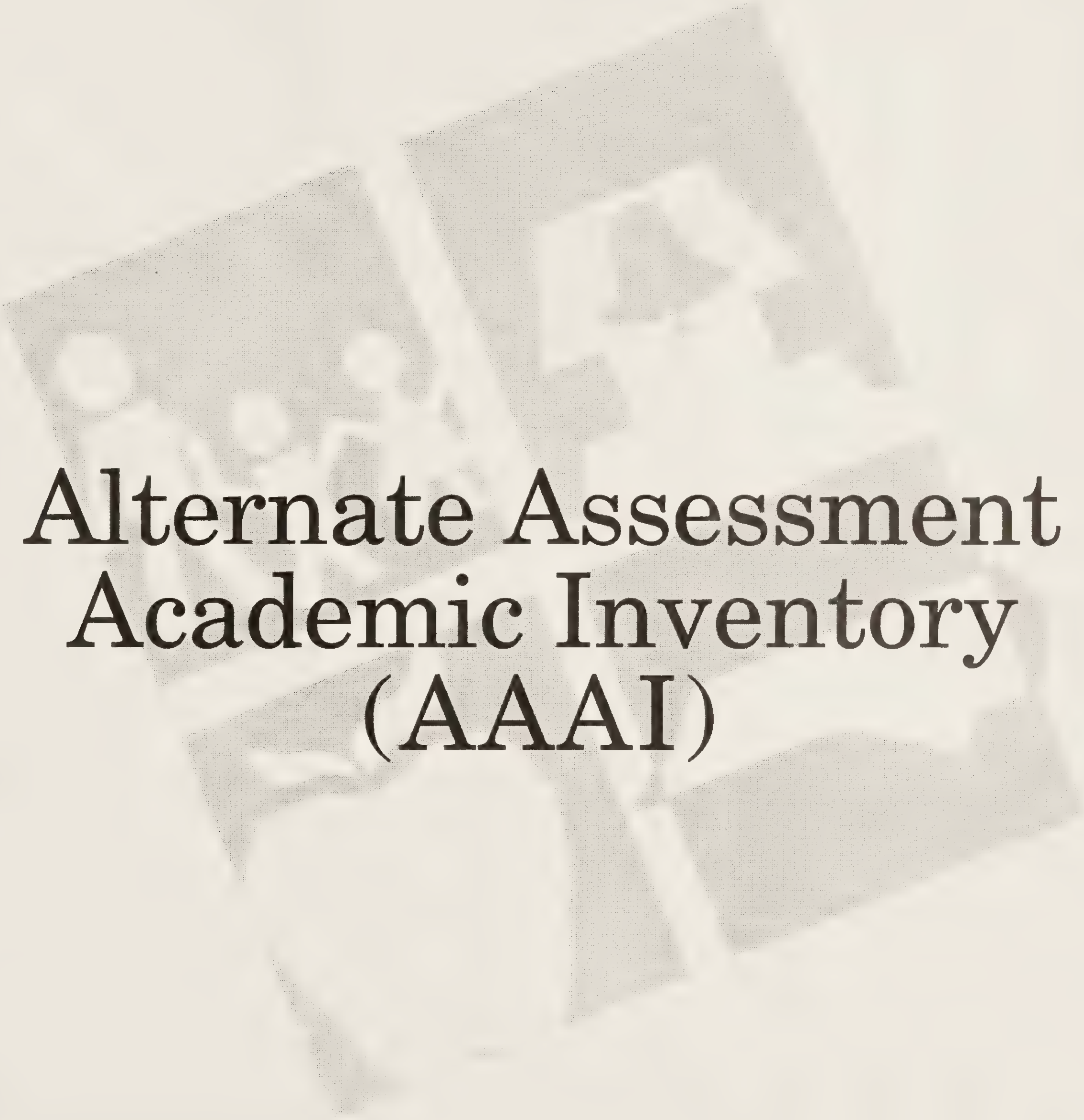
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 60. 2002-03 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics (continued)

State***	Mean Score[1]	2003 LEA Performance
	270.5	Hickory City, Kannapolis City, Pitt
	270.3	Alexander, Beaufort, Richmond, Rockingham, Tyrrell
2000,2001 State	270.1	
	...	
	269.7	Guilford Charter**
	269.5	Cumberland, Downtown Middle**, Duplin, Granville, Nash-Rocky Mount
	269.3	Roanoke Rapids City, Scotland
1998,1999 State	269.1	Mitchell, Sterling Montessori**
	269.0	Montgomery, Vance Charter**
	268.9	Clinton City
	268.7	Swain
	268.5	American Ren. Middle**
	268.3	Summit Charter**
	268.1	Kestrel Heights**
	268.0	Columbus, Greene
	267.9	Bladen, Durham, East Wake Academy**, Edgecombe, Franklin, Rocky Mount Prep Sch**, Whiteville City
	267.7	Anson, Lincoln Charter**, Robeson
	267.5	Elizabeth City/Pasquotank, Hoke
	267.3	Caswell
1996,1997 State	267.1	
	267.0	Thomasville City
	266.9	Northampton, S.B. Howard**
	...	
	266.5	C.G. Woodson**
	266.3	Lexington City
1995 State	266.1	Hertford
	266.0	Washington
	...	
	265.7	Bertie, Halifax
	265.5	Bridges**
	265.3	Grandfather Academy**, Warren
1994 State	265.1	
	...	
	264.7	Quality Education**
	...	
	264.3	Sugar Creek**, Vance, Weldon City
1993 State	264.1	
	...	
	262.9	Provisions Academy**
	262.7	Alpha Academy**
	...	
	261.9	SPARC Academy**
	261.7	Kennedy Charter**
	...	
	260.1	Omuteko Gwamaziima**
	260.0	Ann Atwater**
	...	
	259.3	Imani Institute**
	...	
	258.5	Carter Community**
	...	
	254.5	Crossnore Academy**
	*	Chapel Hill Free School**, Lakeside School**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.
The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.



Alternate Assessment Academic Inventory (AAAI)

Table 1. 2002-03 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of On-Level[1] Students in Reading

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	5,837	100.0	58.7	28.0	12.5	0.9	13.4	83.9	16.1
Gender									
Female	2,630	45.1	60.8	27.9	10.4	0.9	11.3	84.0	16.0
Male	3,207	54.9	56.9	28.0	14.2	0.9	15.1	83.8	16.2
Ethnicity									
American Indian	188	3.2	5.3	33.5	58.0	3.2	61.2	98.4	1.6
Asian	520	8.9	54.8	34.0	9.8	1.3	11.2	86.5	13.5
Black	679	11.6	34.2	35.2	29.0	1.6	30.6	91.2	8.8
Hispanic	3,993	68.4	69.1	24.3	6.2	0.4	6.6	80.8	19.2
Multi-Racial	34	0.6	26.5	52.9	20.6	0.0	20.6	94.1	5.9
White	421	7.2	29.9	39.4	27.8	2.9	30.6	91.2	8.8
Not Exceptional[4]	4,789	82.0	66.7	26.4	6.4	0.5	6.9	81.8	18.2
All Students with Disabilities	1,042	17.9	21.9	35.2	40.2	2.7	42.9	93.6	6.4
Behaviorally-Emotionally Disabled	78	1.3	24.4	44.9	26.9	3.8	30.8	87.2	12.8
Hearing Impaired	8	0.1	*	*	*	*	*	*	*
Educable Mentally Disabled	435	7.5	18.9	36.3	42.5	2.3	44.8	94.7	5.3
Specific Learning Disabled[4]	337	5.8	22.6	35.0	40.1	2.4	42.4	93.5	6.5
Learning Disabled-Reading	386	6.6	21.0	33.2	42.7	3.1	45.9	95.1	4.9
Learning Disabled-Mathematics	200	3.4	26.0	30.5	41.5	2.0	43.5	94.0	6.0
Learning Disabled-Written Expression	277	4.7	23.1	34.7	40.8	1.4	42.2	94.6	5.4
Learning Disabled-Other	5	0.1	*	*	*	*	*	*	*
Speech-Language Impaired	19	0.3	*	*	*	*	*	*	*
Visually Impaired	11	0.2	*	*	*	*	*	*	*
Other Health Impaired	63	1.1	15.9	31.7	46.0	6.3	52.4	98.4	1.6
Orthopedically Impaired	5	0.1	*	*	*	*	*	*	*
Traumatic Brain Injured	4	0.1	*	*	*	*	*	*	*
Autistic	21	0.4	*	*	*	*	*	*	*
Severely/Profoundly Mentally Disabled	1	0.0	*	*	*	*	*	*	*
Multihandicapped	3	0.1	*	*	*	*	*	*	*
Deaf-Blind	22	0.4	*	*	*	*	*	*	*
Trainable Mentally Disabled	10	0.2	*	*	*	*	*	*	*
Not Coded	5	0.1	*	*	*	*	*	*	*
Section 504	25	0.4	*	*	*	*	*	*	*
Limited English Proficient	4,516	77.4	66.5	26.6	6.5	0.4	6.9	81.8	18.2
Not Served by Title I	3,109	53.3	61.6	29.6	7.9	0.9	8.8	83.5	16.5
Schoolwide Title I Program	2,460	42.1	53.9	26.4	18.7	1.1	19.8	84.5	15.5
Targeted Assistance	104	1.8	56.7	32.7	10.6	0.0	10.6	87.5	12.5
Migrant	526	9.0	68.6	17.7	13.5	0.2	13.7	82.7	17.3
Assigned Grade									
3	1,049	18.0	52.0	28.5	17.9	1.6	19.5	85.8	14.2
4	1,039	17.8	57.1	28.7	13.1	1.2	14.2	86.8	13.2
5	906	15.5	58.1	25.8	15.5	0.7	16.1	83.1	16.9
6	897	15.4	63.9	27.1	8.6	0.4	9.0	83.2	16.8
7	943	16.2	63.6	27.5	8.6	0.3	8.9	80.5	19.5
8	809	13.9	63.3	26.3	9.8	0.6	10.4	82.0	18.0
10	194	3.3	38.7	44.3	13.9	3.1	17.0	90.2	9.8

Notes: [1] On-level students are assessed at their assigned grade level.

[2] Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

[4] Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 2002-03 Alternate Assessment Academic Inventory (AAAI) Characteristics and Performance of On-Level[1] Students in Reading

	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	5,837	100.0	58.7	28.0	12.5	0.9	13.4	83.9	16.1
Hours of Homework (per week)									
None assigned	245	4.2	69.4	21.2	6.9	2.4	9.4	71.0	29.0
1 hour or less	1,699	29.1	61.0	24.1	13.8	1.0	14.8	83.2	16.8
1 to 3 hours	1,658	28.4	55.7	29.3	14.0	1.0	15.0	85.6	14.4
More than 3, less than 5 hours	686	11.8	55.4	29.9	13.8	0.9	14.7	90.1	9.9
Between 5-10 hours	453	7.8	51.4	34.9	13.0	0.7	13.7	90.9	9.1
More than 10 hours	138	2.4	51.4	35.5	13.0	0.0	13.0	90.6	9.4
Assigned but not done	177	3.0	68.9	19.2	11.9	0.0	11.9	65.5	34.5
Not Coded	781	13.4	62.4	30.5	6.5	0.6	7.2	79.4	20.6
Hours Watching TV (each school day)									
None	297	5.1	59.6	25.6	13.5	1.3	14.8	81.8	18.2
1 hour	1,580	27.1	62.5	25.1	11.6	0.9	12.5	83.4	16.6
2 hours	1,471	25.2	60.3	27.2	11.3	1.2	12.5	83.5	16.5
3 hours	924	15.8	51.4	32.0	15.9	0.6	16.6	86.5	13.5
Between 4 and 5 hours	500	8.6	52.0	28.4	19.0	0.6	19.6	87.0	13.0
More than 6 hours	277	4.7	53.1	30.0	16.2	0.7	17.0	89.9	10.1
Not Coded	788	13.5	62.3	30.3	6.6	0.8	7.4	79.3	20.7
Free Time Spent Reading in a Week									
None	699	12.0	58.9	26.2	14.3	0.6	14.9	81.8	18.2
About 30 minutes	2,552	43.7	57.8	27.5	13.6	1.1	14.7	85.5	14.5
About one hour	1,224	21.0	59.2	28.7	11.4	0.7	12.1	84.5	15.5
Between 1 and 2 hours	391	6.7	55.0	29.7	13.6	1.8	15.3	84.1	15.9
More than 2 hours	169	2.9	56.8	21.9	20.1	1.2	21.3	85.8	14.2
Not Coded	802	13.7	62.3	30.4	6.6	0.6	7.2	79.2	20.8
Read and write answers to teacher's questions for reading homework									
Yes	2,934	50.3	56.7	28.7	13.6	1.0	14.6	85.0	15.0
We read but do not have questions to answer for reading homework									
Yes	69	17.0	60.9	26.7	12.2	0.2	12.4	85.9	14.1
We choose what to read and report back to teacher or class									
Yes	1,224	21.0	52.9	32.8	13.2	1.1	14.3	86.9	13.1
We choose what to read but do not report back to teacher or class									
Yes	674	11.5	58.5	28.5	11.9	1.2	13.1	89.2	10.8
Other kinds of reading work for homework									
Yes	719	12.3	58.1	25.6	15.3	1.0	16.3	81.5	18.5
Solve Mathematics Problems									
Not asked for explanation of solution	574	9.8	78.0	17.4	3.5	1.0	4.5	70.9	29.1
Once or twice a month asked for solution	589	10.1	61.3	23.3	14.4	1.0	15.4	84.4	15.6
About once a week asked for solution	1,106	18.9	56.7	28.7	13.8	0.8	14.6	86.5	13.5
Almost everyday asked for solution	2,732	46.8	54.2	30.0	14.9	0.9	15.8	86.7	13.3
Not Coded	836	14.3	60.8	30.9	7.5	0.8	8.4	79.8	20.2
Calculator Use in Math Class									
Never use	519	8.9	61.5	29.5	8.3	0.8	9.1	80.9	19.1
Hardly ever use	751	12.9	56.3	28.2	13.8	1.6	15.4	85.4	14.6
1-2 times per month	800	13.7	63.5	23.9	11.9	0.8	12.6	84.5	15.5
1-2 times per week	1,515	26.0	55.6	28.3	15.0	1.1	16.2	84.8	15.2
Almost every day	1,442	24.7	57.6	27.9	13.9	0.6	14.6	85.4	14.6
Not Coded	810	13.9	62.0	30.4	7.0	0.6	7.7	79.6	20.4
Computer Use at Home									
Almost every day	375	6.4	52.8	30.9	14.7	1.6	16.3	87.5	12.5
1-2 times per week	537	9.2	49.3	35.6	15.1	0.0	15.1	87.5	12.5
1-2 times per month	350	6.0	52.9	32.3	12.6	2.3	14.9	91.1	8.9
Hardly ever	506	8.7	47.4	30.2	20.4	2.0	22.3	84.4	15.6
Never (owns computer)	549	9.4	53.4	28.8	16.8	1.1	17.9	86.0	14.0
No computer at home	2,708	46.4	64.1	24.3	11.0	0.6	11.6	82.6	17.4
Not Coded	812	13.9	62.4	30.0	6.8	0.7	7.5	79.6	20.4
National School Lunch Program									
Not eligible	407	7.0	54.5	28.7	14.7	2.0	16.7	84.5	15.5
Reduced price	254	4.4	52.8	35.8	10.6	0.8	11.4	80.7	19.3
Free lunch	4,222	72.3	60.0	26.7	12.3	0.9	13.3	83.8	16.2
Information not available	215	3.7	62.3	27.9	9.8	0.0	9.8	80.5	19.5
School not participating	438	7.5	47.5	36.8	15.3	0.5	15.8	92.7	7.3
Not Coded	301	5.2	63.8	24.9	10.6	0.7	11.3	76.7	23.3

Notes: [1] On-level students are assessed at their assigned grade level.

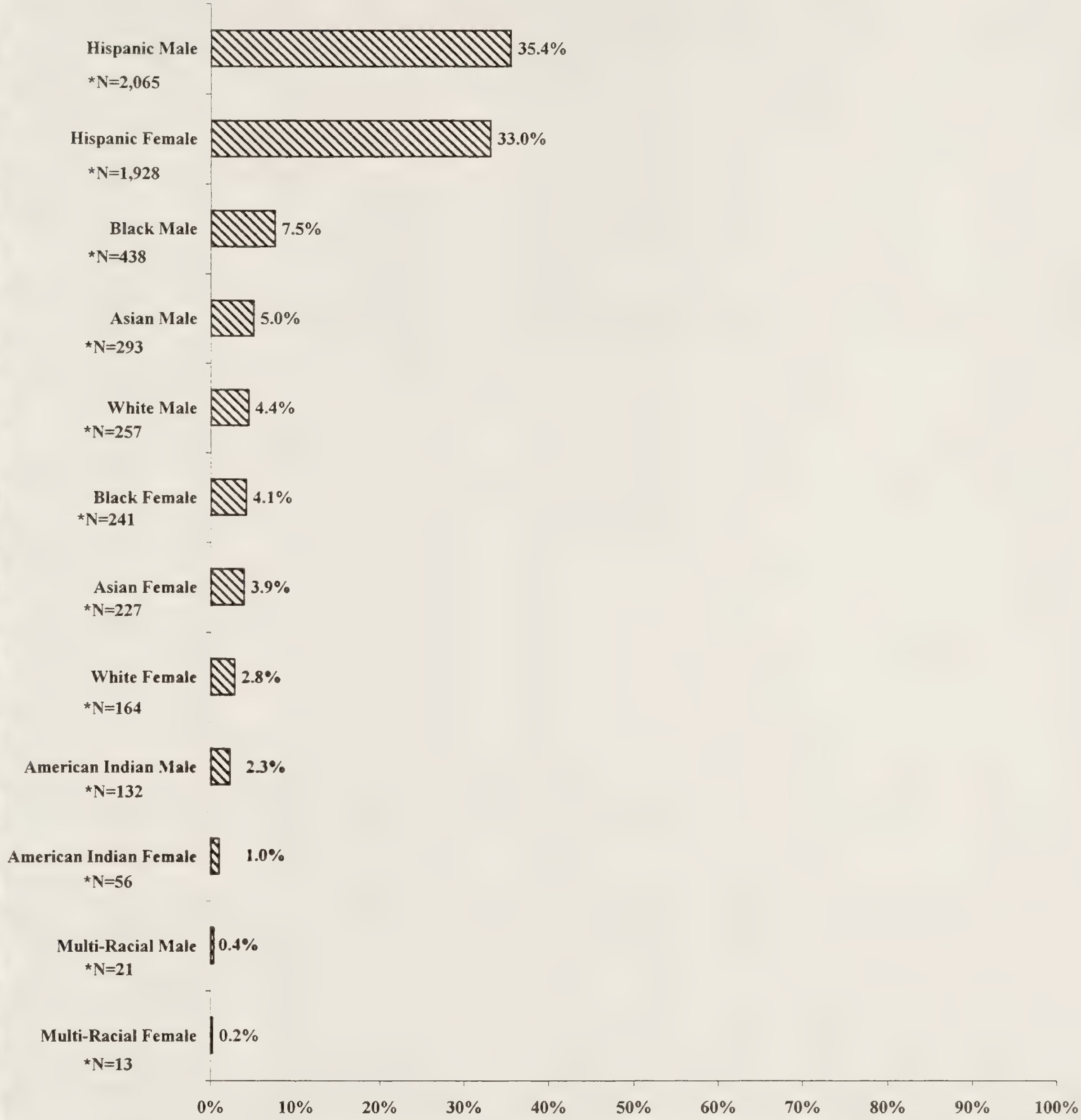
[2] Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation in On-Level[1] Reading, by Gender and Ethnicity



Notes: [1] On-level students are assessed at their grade level.
*N counts equal the number of students tested.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 2002-03 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of Off-Level[1] Students in Reading

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III[4]	Percent at Level IV[4]	Percent At or Above Level III[4]	Percent Achieving Growth	Percent Not Achieving Growth
All Students	12,203	100.0	62.5	37.5	0.0	0.0	0.0	95.0	5.0
Gender									
Female	3,890	31.9	60.9	39.1	0.0	0.0	0.0	95.6	4.4
Male	8,313	68.1	63.2	36.8	0.0	0.0	0.0	94.7	5.3
Ethnicity									
American Indian	175	1.4	50.9	49.1	0.0	0.0	0.0	98.3	1.7
Asian	110	0.9	78.2	21.8	0.0	0.0	0.0	94.5	5.5
Black	5,849	47.9	62.3	37.7	0.0	0.0	0.0	94.7	5.3
Hispanic	845	6.9	70.1	29.9	0.0	0.0	0.0	92.8	7.2
Multi-Racial	167	1.4	65.3	34.7	0.0	0.0	0.0	95.8	4.2
White	5,056	41.4	61.4	38.6	0.0	0.0	0.0	95.6	4.4
Not Exceptional[5]	215	1.8	88.4	11.6	0.0	0.0	0.0	84.7	15.3
All Students with Disabilities	11,987	98.2	62.0	38.0	0.0	0.0	0.0	95.2	4.8
Behaviorally-Emotionally Disabled	532	4.4	63.7	36.3	0.0	0.0	0.0	91.2	8.8
Hearing Impaired	183	1.5	68.3	31.7	0.0	0.0	0.0	94.0	6.0
Educable Mentally Disabled	6,264	51.3	62.6	37.4	0.0	0.0	0.0	95.6	4.4
Specific Learning Disabled[5]	2,463	20.2	56.4	43.6	0.0	0.0	0.0	95.1	4.9
Learning Disabled-Reading	2,722	22.3	57.4	42.6	0.0	0.0	0.0	94.9	5.1
Learning Disabled-Mathematics	1,846	15.1	59.0	41.0	0.0	0.0	0.0	94.2	5.8
Learning Disabled-Written Expression	2,241	18.4	57.5	42.5	0.0	0.0	0.0	94.9	5.1
Learning Disabled-Other	52	0.4	55.8	44.2	0.0	0.0	0.0	96.2	3.8
Speech-Language Impaired	31	0.3	41.9	58.1	0.0	0.0	0.0	96.8	3.2
Visually Impaired	73	0.6	63.0	37.0	0.0	0.0	0.0	97.3	2.7
Other Health Impaired	886	7.3	57.8	42.2	0.0	0.0	0.0	96.4	3.6
Orthopedically Impaired	94	0.8	66.0	34.0	0.0	0.0	0.0	93.6	6.4
Traumatic Brain Injured	62	0.5	61.3	38.7	0.0	0.0	0.0	95.2	4.8
Autistic	492	4.0	61.0	39.0	0.0	0.0	0.0	95.3	4.7
Severely/Profoundly Mentally Disabled	16	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multihandicapped	194	1.6	78.9	21.1	0.0	0.0	0.0	94.3	5.7
Deaf-Blind	69	0.6	62.3	37.7	0.0	0.0	0.0	97.1	2.9
Trainable Mentally Disabled	616	5.0	76.5	23.5	0.0	0.0	0.0	93.2	6.8
Not Coded	1	0.0	*	*	*	*	*	*	*
Section 504	12	0.1	*	*	*	*	*	*	*
Limited English Proficient	387	3.2	74.4	25.6	0.0	0.0	0.0	91.0	9.0
Not Served by Title I	6,847	56.1	64.8	35.2	0.0	0.0	0.0	94.6	5.4
Schoolwide Title I Program	5,166	42.3	59.8	40.2	0.0	0.0	0.0	95.7	4.3
Targeted Assistance	165	1.4	54.5	45.5	0.0	0.0	0.0	89.1	10.9
Migrant	119	1.0	68.6	38.7	0.0	0.0	0.0	90.8	9.2
Assigned Grade									
3	2,242	18.4	58.6	41.4	0.0	0.0	0.0	95.9	4.1
4	2,197	18.0	56.0	44.0	0.0	0.0	0.0	97.3	2.7
5	2,280	18.7	54.4	45.6	0.0	0.0	0.0	96.9	3.1
6	1,738	14.2	69.8	30.2	0.0	0.0	0.0	94.2	5.8
7	1,574	12.9	69.5	30.5	0.0	0.0	0.0	93.5	6.5
8	1,344	11.0	69.7	30.3	0.0	0.0	0.0	92.9	7.1
10	828	6.8	71.9	28.1	0.0	0.0	0.0	89.4	10.6

Notes: [1] Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

[2] Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

[4] Students assessed off-grade level can only receive an Achievement Level I or II.

[5] Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2002-03 Alternate Assessment Academic Inventory (AAAI) Characteristics and Performance of Off-Level[1] Students in Reading

	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III[4]	Percent at Level IV[4]	Percent At or Above Level III[4]	Percent Achieving Growth	Percent Not Achieving Growth
All Students	12,203	100.0	62.5	37.5	0.0	0.0	0.0	95.0	5.0
Hours of Homework (per week)									
None assigned	967	7.9	70.1	29.9	0.0	0.0	0.0	91.2	8.8
1 hour or less	4,868	39.9	63.6	36.4	0.0	0.0	0.0	95.7	4.3
1 to 3 hours	3,224	26.4	59.4	40.6	0.0	0.0	0.0	96.3	3.7
More than 3, less than 5 hours	1,046	8.6	58.3	41.7	0.0	0.0	0.0	96.0	4.0
Between 5-10 hours	420	3.4	52.9	47.1	0.0	0.0	0.0	96.7	3.3
More than 10 hours	176	1.4	58.5	41.5	0.0	0.0	0.0	95.5	4.5
Assigned but not done	555	4.5	71.9	28.1	0.0	0.0	0.0	90.5	9.5
Not Coded	947	7.8	63.5	36.5	0.0	0.0	0.0	91.4	8.6
Hours Watching TV (each school day)									
None	531	4.4	65.3	34.7	0.0	0.0	0.0	92.8	7.2
1 hour	2,324	19.0	59.3	40.7	0.0	0.0	0.0	96.3	3.7
2 hours	3,213	26.3	60.9	39.1	0.0	0.0	0.0	95.5	4.5
3 hours	2,365	19.4	61.5	38.5	0.0	0.0	0.0	95.7	4.3
Between 4 and 5 hours	1,538	12.6	66.1	33.9	0.0	0.0	0.0	95.3	4.7
More than 6 hours	1,247	10.2	67.5	32.5	0.0	0.0	0.0	93.8	6.2
Not Coded	985	8.1	63.8	36.2	0.0	0.0	0.0	91.1	8.9
Free Time Spent Reading in a Week									
None	2,997	24.6	70.7	29.3	0.0	0.0	0.0	93.0	7.0
About 30 minutes	5,583	45.8	58.8	41.2	0.0	0.0	0.0	96.4	3.6
About one hour	1,680	13.8	60.4	39.6	0.0	0.0	0.0	95.5	4.5
Between 1 and 2 hours	586	4.8	60.8	39.2	0.0	0.0	0.0	95.4	4.6
More than 2 hours	370	3.0	61.4	38.6	0.0	0.0	0.0	96.5	3.5
Not Coded	987	8.1	63.6	36.4	0.0	0.0	0.0	91.4	8.6
Read and write answers to teacher's questions for reading homework									
Yes	5,312	43.5	60.9	39.1	0.0	0.0	0.0	95.3	4.7
We read but do not have questions to answer for reading homework									
Yes	69	19.7	61.0	39.0	0.0	0.0	0.0	96.8	3.2
We choose what to read and report back to teacher or class									
Yes	2,154	17.7	59.9	40.1	0.0	0.0	0.0	95.3	4.7
We choose what to read but do not report back to teacher or class									
Yes	1,312	10.8	60.5	39.5	0.0	0.0	0.0	96.1	3.9
Other kinds of reading work for homework									
Yes	1,961	16.1	66.2	33.8	0.0	0.0	0.0	93.7	6.3
Solve Mathematics Problems									
Not asked for explanation of solution	820	6.7	71.5	28.5	0.0	0.0	0.0	92.0	8.0
Once or twice a month asked for solution	1,133	9.3	63.6	36.4	0.0	0.0	0.0	94.7	5.3
About once a week asked for solution	2,167	17.8	61.7	38.3	0.0	0.0	0.0	96.3	3.7
Almost everyday asked for solution	7,030	57.6	61.4	38.6	0.0	0.0	0.0	95.5	4.5
Not Coded	1,053	8.6	63.2	36.8	0.0	0.0	0.0	92.0	8.0
Calculator Use in Math Class									
Never use	2,075	17.0	67.8	32.2	0.0	0.0	0.0	94.5	5.5
Hardly ever use	2,603	21.3	62.3	37.7	0.0	0.0	0.0	95.0	5.0
1-2 times per month	1,748	14.3	59.3	40.7	0.0	0.0	0.0	95.0	5.0
1-2 times per week	2,593	21.2	59.0	41.0	0.0	0.0	0.0	96.4	3.6
Almost every day	2,190	17.9	64.1	35.9	0.0	0.0	0.0	95.3	4.7
Not Coded	994	8.1	63.0	37.0	0.0	0.0	0.0	92.0	8.0
Computer Use at Home									
Almost every day	1,080	8.9	66.3	33.7	0.0	0.0	0.0	93.2	6.8
1-2 times per week	1,065	8.7	62.4	37.6	0.0	0.0	0.0	94.4	5.6
1-2 times per month	687	5.6	62.3	37.7	0.0	0.0	0.0	95.1	4.9
Hardly ever	1,729	14.2	63.1	36.9	0.0	0.0	0.0	95.0	5.0
Never (owns computer)	2,333	19.1	60.7	39.3	0.0	0.0	0.0	96.0	4.0
No computer at home	4,304	35.3	62.0	38.0	0.0	0.0	0.0	95.8	4.2
Not Coded	1,005	8.2	63.7	36.3	0.0	0.0	0.0	91.9	8.1
National School Lunch Program									
Not eligible	1,295	10.6	62.5	37.5	0.0	0.0	0.0	94.4	5.6
Reduced price	640	5.2	65.6	34.4	0.0	0.0	0.0	94.5	5.5
Free lunch	7,714	63.2	62.1	37.9	0.0	0.0	0.0	94.8	5.2
Information not available	593	4.9	61.7	38.3	0.0	0.0	0.0	97.3	2.7
School not participating	1,174	9.6	61.7	38.3	0.0	0.0	0.0	95.7	4.3
Not Coded	787	6.4	65.6	34.4	0.0	0.0	0.0	95.2	4.8

Notes: [1] Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

[2] Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

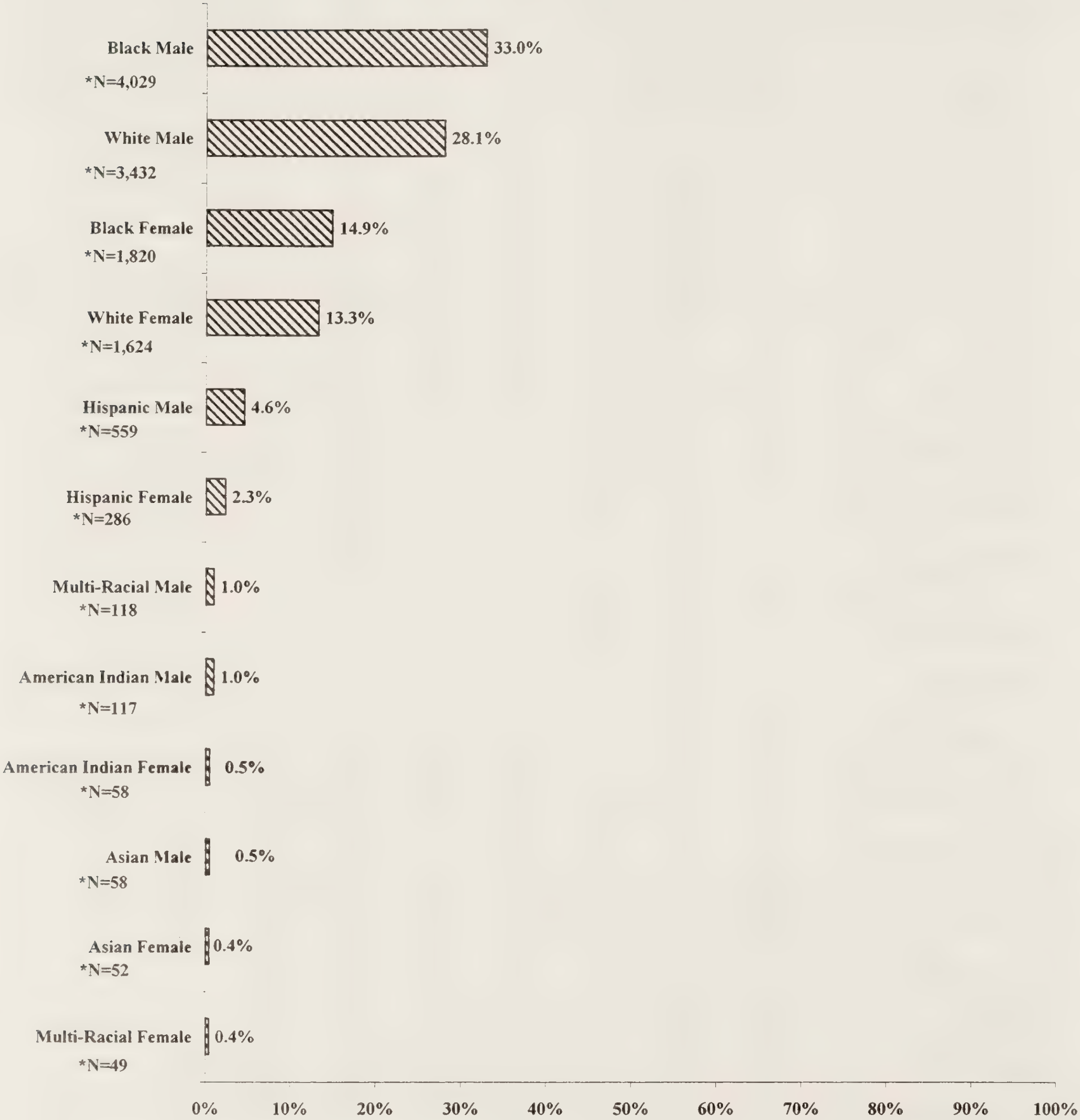
[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

[4] Students assessed off-grade level can only receive an Achievement Level I or II.

Data received form LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation in Off-Level[1] Reading, by Gender and Ethnicity



Notes: [1] On-level students are assessed at their grade level.
*N counts equal the number of students tested.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 2002-03 Alternate Assessment Academic Inventory (AAAI) Statewide Performance of On-Level[1] Students in Mathematics

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	5,392	100.0	50.6	31.9	15.8	1.6	17.5	85.8	14.2
Gender									
Female	2,479	46.0	51.2	32.6	14.6	1.6	16.3	86.6	13.4
Male	2,913	54.0	50.1	31.4	16.9	1.6	18.5	85.0	15.0
Ethnicity									
American Indian	130	2.4	3.1	34.6	60.0	2.3	62.3	99.2	0.8
Asian	467	8.7	37.5	34.9	22.7	4.9	27.6	90.6	9.4
Black	575	10.7	36.0	32.7	29.0	2.3	31.3	89.2	10.8
Hispanic	3,820	70.8	58.0	30.6	10.4	1.0	11.4	83.5	16.5
Multi-Racial	26	0.5	*	*	*	*	*	*	*
White	373	6.9	31.4	38.6	27.3	2.7	30.0	93.0	7.0
Not Exceptional[4]	4,556	84.5	55.0	31.7	11.9	1.4	13.3	84.5	15.5
All Students with Disabilities	834	15.5	26.7	33.1	37.5	2.6	40.2	92.4	7.6
Behaviorally-Emotionally Disabled	70	1.3	42.9	34.3	21.4	1.4	22.9	82.9	17.1
Hearing Impaired	10	0.2	*	*	*	*	*	*	*
Educable Mentally Disabled	391	7.3	20.5	34.0	43.0	2.6	45.5	94.9	5.1
Specific Learning Disabled[4]	196	3.6	33.7	32.1	31.6	2.6	34.2	91.8	8.2
Learning Disabled-Reading	218	4.0	30.7	27.1	39.0	3.2	42.2	93.6	6.4
Learning Disabled- Mathematics	202	3.7	29.2	29.2	39.1	2.5	41.6	93.6	6.4
Learning Disabled-Written Expression	175	3.2	30.9	28.0	40.0	1.1	41.1	93.1	6.9
Learning Disabled-Other	6	0.1	*	*	*	*	*	*	*
Speech-Language Impaired	19	0.4	*	*	*	*	*	*	*
Visually Impaired	10	0.2	*	*	*	*	*	*	*
Other Health Impaired	46	0.9	17.4	32.6	41.3	8.7	50.0	95.7	4.3
Orthopedically Impaired	5	0.1	*	*	*	*	*	*	*
Traumatic Brain Injured	8	0.1	*	*	*	*	*	*	*
Autistic	24	0.4	*	*	*	*	*	*	*
Severely/Profoundly Mentally Disabled	2	0.0	*	*	*	*	*	*	*
Multihandicapped	3	0.1	*	*	*	*	*	*	*
Deaf-Blind	16	0.3	*	*	*	*	*	*	*
Trainable Mentally Disabled	14	0.3	*	*	*	*	*	*	*
Not Coded	2	0.0	*	*	*	*	*	*	*
Section 504	20	0.4	*	*	*	*	*	*	*
Limited English Proficient	4,294	79.6	54.8	32.0	11.8	1.4	13.2	84.7	15.3
Not Served by Title I	2,900	53.8	52.4	32.6	13.1	2.0	15.0	85.2	14.8
Schoolwide Title I Program	2,229	41.3	48.2	30.4	20.0	1.4	21.4	86.1	13.9
Targeted Assistance	105	1.9	41.9	42.9	15.2	0.0	15.2	86.7	13.3
Migrant	505	9.4	68.6	26.9	15.6	0.8	16.4	84.2	15.8
Assigned Grade									
3	978	18.1	44.0	33.9	19.7	2.4	22.1	90.2	9.8
4	974	18.1	46.4	36.8	15.7	1.1	16.8	88.7	11.3
5	838	15.5	49.0	33.7	16.5	0.8	17.3	87.1	12.9
6	829	15.4	57.8	28.5	12.7	1.1	13.8	82.6	17.4
7	842	15.6	55.1	29.7	13.8	1.4	15.2	83.0	17.0
8	766	14.2	57.2	26.2	14.5	2.1	16.6	81.5	18.5
10	165	3.1	33.3	37.6	23.0	6.1	29.1	84.8	15.2

Notes: [1] On-level students are assessed at their assigned grade level.

[2] Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

[4] Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 Alternate Assessment Academic Inventory (AAAI) Characteristics and Performance of On-Level [1] Students in Mathematics

	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	5,392	100.0	50.6	31.9	15.8	1.6	17.5	85.8	14.2
Hours of Homework (per week)									
None assigned	241	4.5	67.2	20.7	9.5	2.5	12.0	72.6	27.4
1 hour or less	1,587	29.4	53.6	30.4	14.2	1.8	16.0	86.6	13.4
1 to 3 hours	1,515	28.1	46.9	33.7	17.6	1.8	19.3	86.1	13.9
More than 3, less than 5 hours	624	11.6	47.0	33.8	18.1	1.1	19.2	93.9	6.1
Between 5-10 hours	410	7.6	38.5	40.5	19.5	1.5	21.0	92.7	7.3
More than 10 hours	123	2.3	38.2	39.8	19.5	2.4	22.0	95.1	4.9
Assigned but not done	167	3.1	71.3	17.4	11.4	0.0	11.4	63.5	36.5
Not Coded	725	13.4	53.5	30.8	14.3	1.4	15.7	80.1	19.9
Hours Watching TV (each school day)									
None	282	5.2	54.3	23.4	20.2	2.1	22.3	80.5	19.5
1 hour	1,508	28.0	51.1	32.8	14.6	1.5	16.1	87.2	12.8
2 hours	1,360	25.2	51.5	32.1	14.6	1.8	16.5	87.4	12.6
3 hours	822	15.2	45.4	34.3	18.5	1.8	20.3	85.9	14.1
Between 4 and 5 hours	441	8.2	47.8	31.1	19.5	1.6	21.1	86.2	13.8
More than 6 hours	244	4.5	51.6	33.6	14.3	0.4	14.8	89.3	10.7
Not Coded	735	13.6	53.7	30.5	14.3	1.5	15.8	80.3	19.7
Free Time Spent Reading in a Week									
None	643	11.9	56.5	27.8	14.3	1.4	15.7	81.6	18.4
About 30 minutes	2,380	44.1	49.2	32.6	16.6	1.6	18.2	88.5	11.5
About one hour	1,114	20.7	49.9	32.3	15.8	2.0	17.8	85.7	14.3
Between 1 and 2 hours	356	6.6	45.5	36.2	16.0	2.2	18.3	86.8	13.2
More than 2 hours	153	2.8	47.7	32.7	19.0	0.7	19.6	85.6	14.4
Not Coded	746	13.8	54.0	30.4	14.1	1.5	15.5	80.0	20.0
Read and write answers to teacher's questions for reading homework									
Yes	2,715	50.4	47.8	33.1	17.2	1.9	19.1	87.7	12.3
We read but do not have questions to answer for reading homework									
Yes	69	17.4	52.2	33.7	13.3	0.7	14.1	89.0	11.0
We choose what to read and report back to teacher or class									
Yes	1,111	20.6	45.6	37.3	15.2	1.9	17.1	88.4	11.6
We choose what to read but do not report back to teacher or class									
Yes	619	11.5	53.5	31.5	14.1	1.0	15.0	91.9	8.1
Other kinds of reading work for homework									
Yes	667	12.4	53.1	28.9	16.9	1.0	18.0	83.8	16.2
Solve Mathematics Problems									
Not asked for explanation of solution	550	10.2	69.6	21.3	7.6	1.5	9.1	72.9	27.1
Once or twice a month asked for solution	561	10.4	52.2	29.6	15.5	2.7	18.2	85.9	14.1
About once a week asked for solution	1,015	18.8	49.9	31.8	17.1	1.2	18.3	88.2	11.8
Almost everyday asked for solution	2,488	46.1	45.5	35.1	17.7	1.6	19.4	89.3	10.7
Not Coded	778	14.4	53.2	31.1	14.1	1.5	15.7	80.2	19.8
Calculator Use in Math Class									
Never use	493	9.1	55.2	30.2	13.4	1.2	14.6	80.9	19.1
Hardly ever use	694	12.9	50.3	30.4	17.3	2.0	19.3	87.8	12.2
1-2 times per month	741	13.7	50.7	34.5	13.4	1.3	14.7	86.9	13.1
1-2 times per week	1,417	26.3	48.0	32.9	17.8	1.3	19.1	87.9	12.1
Almost every day	1,291	23.9	50.0	31.6	16.3	2.1	18.4	86.7	13.3
Not Coded	756	14.0	53.8	30.6	14.0	1.6	15.6	80.3	19.7
Computer Use at Home									
Almost every day	332	6.2	46.4	32.5	16.6	4.5	21.1	88.0	12.0
1-2 times per week	502	9.3	39.6	37.8	20.3	2.2	22.5	89.6	10.4
1-2 times per month	327	6.1	42.2	37.3	16.8	3.7	20.5	89.9	10.1
Hardly ever	447	8.3	43.6	31.5	23.0	1.8	24.8	85.2	14.8
Never (owns computer)	492	9.1	46.1	31.3	20.1	2.4	22.6	86.4	13.6
No computer at home	2,535	47.0	55.4	30.7	13.1	0.7	13.9	85.8	14.2
Not Coded	757	14.0	54.3	30.1	14.1	1.5	15.6	80.2	19.8
National School Lunch Program									
Not eligible	375	7.0	41.6	34.9	21.3	2.1	23.5	86.7	13.3
Reduced price	239	4.4	51.0	32.6	14.6	1.7	16.3	81.6	18.4
Free lunch	3,897	72.3	52.8	31.2	14.7	1.4	16.0	85.3	14.7
Information not available	208	3.9	50.0	31.7	16.8	1.4	18.3	87.0	13.0
School not participating	388	7.2	37.1	35.8	23.2	3.9	27.1	94.3	5.7
Not Coded	285	5.3	51.6	31.6	15.1	1.8	16.8	81.8	18.2

Notes: [1] On-level students are assessed at their assigned grade level.

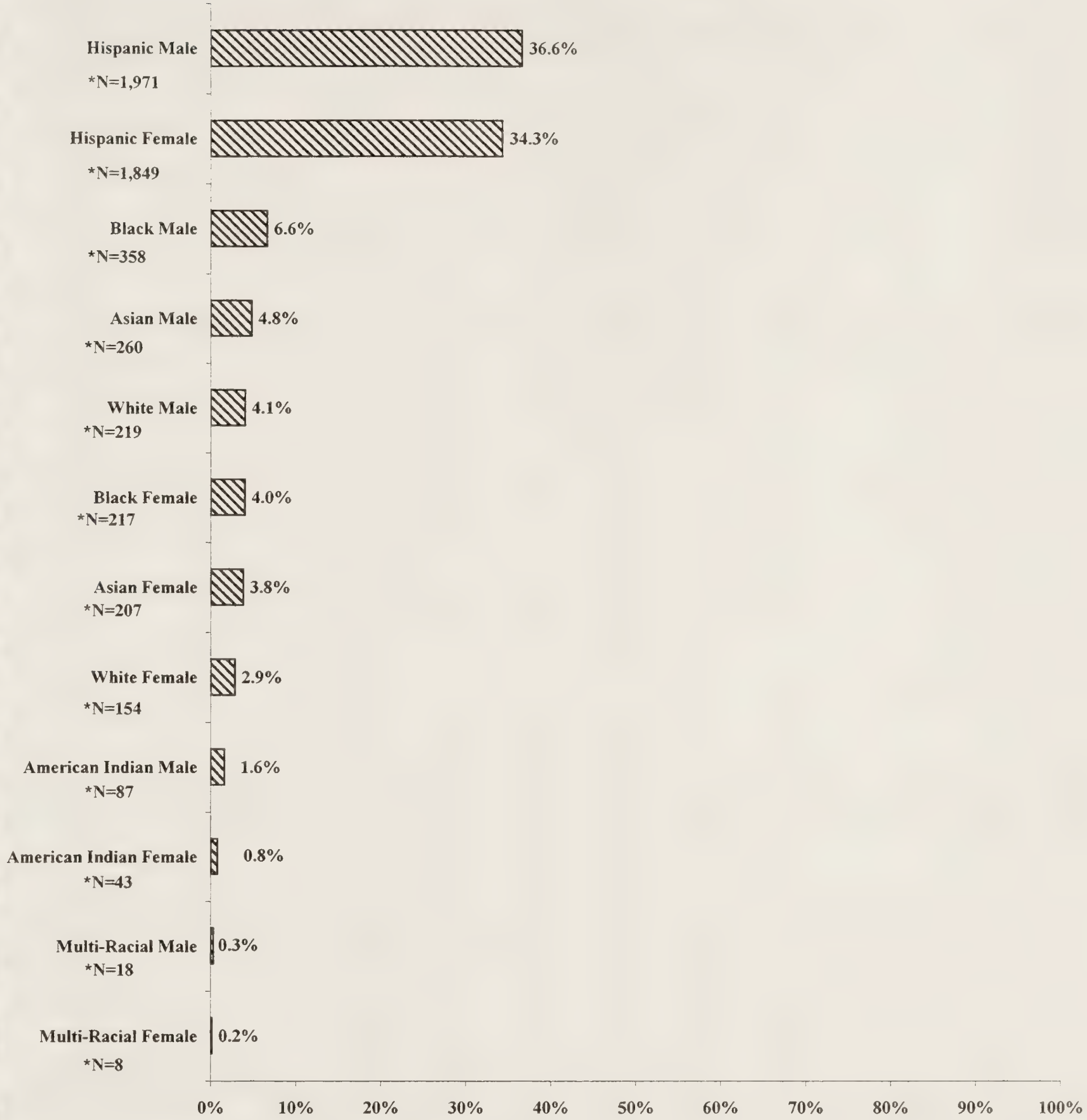
[2] Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 3. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation in On-Level[1] Mathematics, by Gender and Ethnicity



Notes: [1] On-level students are assessed at their grade level.
*N counts equal the number of students tested.
Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 Alternate Assessment Academic Inventory (AAAI) Statewide Performance of Off-Level[1] Students in Mathematics

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III[4]	Percent at Level IV[4]	Percent At or Above Level III[4]	Percent Achieving Growth	Percent Not Achieving Growth
All Students	10,821	100.0	67.4	32.6	0.0	0.0	0.0	94.9	5.1
Gender									
Female	3,652	33.7	69.0	31.0	0.0	0.0	0.0	95.0	5.0
Male	7,169	66.3	66.5	33.5	0.0	0.0	0.0	94.8	5.2
Ethnicity									
American Indian	158	1.5	50.0	50.0	0.0	0.0	0.0	98.1	1.9
Asian	87	0.8	78.2	21.8	0.0	0.0	0.0	97.7	2.3
Black	5,341	49.4	68.2	31.8	0.0	0.0	0.0	94.6	5.4
Hispanic	633	5.8	70.0	30.0	0.0	0.0	0.0	91.6	8.4
Multi-Racial	150	1.4	65.3	34.7	0.0	0.0	0.0	96.7	3.3
White	4,451	41.1	66.4	33.6	0.0	0.0	0.0	95.5	4.5
Not Exceptional[5]	144	1.3	90.3	9.7	0.0	0.0	0.0	81.3	18.8
All Students with Disabilities	10,677	98.7	67.0	33.0	0.0	0.0	0.0	95.1	4.9
Behaviorally-Emotionally Disabled	466	4.3	68.5	31.5	0.0	0.0	0.0	91.8	8.2
Hearing Impaired	158	1.5	63.3	36.7	0.0	0.0	0.0	92.4	7.6
Educable Mentally Disabled	6,086	56.2	68.0	32.0	0.0	0.0	0.0	95.3	4.7
Specific Learning Disabled[5]	1,509	13.9	58.9	41.1	0.0	0.0	0.0	94.8	5.2
Learning Disabled-Reading	1,717	15.9	61.3	38.7	0.0	0.0	0.0	94.6	5.4
Learning Disable-Mathematics	1,624	15.0	60.8	39.2	0.0	0.0	0.0	95.1	4.9
Learning Disabled-Written Expressioı	1,506	13.9	60.8	39.2	0.0	0.0	0.0	94.3	5.7
Learning Disabled-Other	44	0.4	59.1	40.9	0.0	0.0	0.0	95.5	4.5
Speech-Language Impaired	26	0.2	*	*	*	*	*	*	*
Visually Impaired	72	0.7	69.4	30.6	0.0	0.0	0.0	94.4	5.6
Other Health Impaired	828	7.7	62.7	37.3	0.0	0.0	0.0	96.7	3.3
Orthopedically Impaired	97	0.9	77.3	22.7	0.0	0.0	0.0	91.8	8.2
Traumatic Brain Injured	57	0.5	66.7	33.3	0.0	0.0	0.0	96.5	3.5
Autistic	489	4.5	67.1	32.9	0.0	0.0	0.0	96.1	3.9
Severely/Profoundly Mentally Disabled	14	0.1	*	*	*	*	*	*	*
Multihandicapped	195	1.8	82.1	17.9	0.0	0.0	0.0	93.3	6.7
Deaf-Blind	60	0.6	68.3	31.7	0.0	0.0	0.0	95.0	5.0
Trainable Mentally Disabled	612	5.7	77.1	22.9	0.0	0.0	0.0	94.3	5.7
Section 504	8	0.1	*	*	*	*	*	*	*
Limited English Proficient	269	2.5	74.0	26.0	0.0	0.0	0.0	90.7	9.3
Not Served by Title I	6,198	57.3	69.6	30.4	0.0	0.0	0.0	94.4	5.6
Schoolwide Title I Program	4,472	41.3	64.8	35.2	0.0	0.0	0.0	95.7	4.3
Targeted Assistance	129	1.2	57.4	42.6	0.0	0.0	0.0	90.7	9.3
Migrant	103	1.0	57.3	42.7	0.0	0.0	0.0	87.4	12.6
Assigned Grade			68.6						
3	1,868	17.3	63.0	37.0	0.0	0.0	0.0	96.5	3.5
4	1,863	17.2	60.9	39.1	0.0	0.0	0.0	97.9	2.1
5	1,915	17.7	61.4	38.6	0.0	0.0	0.0	97.0	3.0
6	1,620	15.0	71.5	28.5	0.0	0.0	0.0	94.6	5.4
7	1,463	13.5	73.8	26.2	0.0	0.0	0.0	93.0	7.0
8	1,283	11.9	74.3	25.7	0.0	0.0	0.0	92.2	7.8
10	809	7.5	75.5	24.5	0.0	0.0	0.0	87.5	12.5

Notes: [1]Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

[2]Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3]"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

[4]Students assessed off-grade level can only receive an Achievement Level I or II.

[5]Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 8. 2002-03 Alternate Assessment Academic Inventory (AAAI) Characteristics and Performance of Off-Level [1] Students in Mathematics

	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III[4]	Percent at Level IV[4]	Percent At or Above Level III[4]	Percent Achieving Growth	Percent Not Achieving Growth
All Students	10,821	100.0	67.4	32.6	0.0	0.0	0.0	94.9	5.1
Hours of Homework (per week)									
None assigned	927	8.6	72.7	27.3	0.0	0.0	0.0	91.9	8.1
1 hour or less	4,379	40.5	67.2	32.8	0.0	0.0	0.0	95.3	4.7
1 to 3 hours	2,822	26.1	64.9	35.1	0.0	0.0	0.0	96.2	3.8
More than 3, less than 5 hours	867	8.0	64.5	35.5	0.0	0.0	0.0	97.1	2.9
Between 5-10 hours	332	3.1	60.8	39.2	0.0	0.0	0.0	94.9	5.1
More than 10 hours	151	1.4	74.8	25.2	0.0	0.0	0.0	94.0	6.0
Assigned but not done	497	4.6	74.0	26.0	0.0	0.0	0.0	91.3	8.7
Not Coded	846	7.8	70.8	29.2	0.0	0.0	0.0	91.5	8.5
Hours Watching TV (each school day)									
None	480	4.4	69.8	30.2	0.0	0.0	0.0	94.2	5.8
1 hour	2,013	18.6	65.0	35.0	0.0	0.0	0.0	95.7	4.3
2 hours	2,849	26.3	66.3	33.7	0.0	0.0	0.0	95.6	4.4
3 hours	2,088	19.3	66.1	33.9	0.0	0.0	0.0	95.5	4.5
Between 4 and 5 hours	1,400	12.9	68.7	31.3	0.0	0.0	0.0	95.6	4.4
More than 6 hours	1,112	10.3	70.7	29.3	0.0	0.0	0.0	93.0	7.0
Not Coded	879	8.1	71.4	28.6	0.0	0.0	0.0	91.1	8.9
Free Time Spent Reading in a Week									
None	2,693	24.9	72.6	27.4	0.0	0.0	0.0	93.4	6.6
About 30 minutes	4,886	45.2	64.4	35.6	0.0	0.0	0.0	96.1	3.9
About one hour	1,482	13.7	64.3	35.7	0.0	0.0	0.0	95.2	4.8
Between 1 and 2 hours	533	4.9	67.5	32.5	0.0	0.0	0.0	95.9	4.1
More than 2 hours	347	3.2	69.7	30.3	0.0	0.0	0.0	95.4	4.6
Not Coded	880	8.1	71.4	28.6	0.0	0.0	0.0	91.5	8.5
Read and write answers to teacher's questions for reading homework									
Yes	4,676	43.2	66.1	33.9	0.0	0.0	0.0	94.4	5.6
We read but do not have questions to answer for reading homework									
Yes	69	19.4	66.0	34.0	0.0	0.0	0.0	96.7	3.3
We choose what to read and report back to teacher or class									
Yes	1,821	16.8	65.0	35.0	0.0	0.0	0.0	95.5	4.5
We choose what to read but do not report back to teacher or class									
Yes	1,102	10.2	66.2	33.8	0.0	0.0	0.0	96.2	3.8
Other kinds of reading work for homework									
Yes	1,759	16.3	70.8	29.2	0.0	0.0	0.0	94.7	5.3
Solve Mathematics Problems									
Not asked for explanation of solution	779	7.2	75.4	24.6	0.0	0.0	0.0	92.9	7.1
Once or twice a month asked for solution	1,023	9.5	67.6	32.4	0.0	0.0	0.0	93.6	6.4
About once a week asked for solution	1,928	17.8	66.8	33.2	0.0	0.0	0.0	96.2	3.8
Almost everyday asked for solution	6,156	56.9	66.0	34.0	0.0	0.0	0.0	95.5	4.5
Not Coded	935	8.6	70.2	29.8	0.0	0.0	0.0	91.2	8.8
Calculator Use in Math Class									
Never use	1,990	18.4	72.4	27.6	0.0	0.0	0.0	95.2	4.8
Hardly ever use	2,291	21.2	67.4	32.6	0.0	0.0	0.0	94.5	5.5
1-2 times per month	1,561	14.4	62.8	37.2	0.0	0.0	0.0	95.0	5.0
1-2 times per week	2,211	20.4	64.8	35.2	0.0	0.0	0.0	96.0	4.0
Almost every day	1,887	17.4	67.4	32.6	0.0	0.0	0.0	95.2	4.8
Not Coded	881	8.1	70.3	29.7	0.0	0.0	0.0	91.5	8.5
Computer Use at Home									
Almost every day	998	9.2	71.0	29.0	0.0	0.0	0.0	93.4	6.6
1-2 times per week	950	8.8	66.6	33.4	0.0	0.0	0.0	94.3	5.7
1-2 times per month	593	5.5	67.6	32.4	0.0	0.0	0.0	94.9	5.1
Hardly ever	1,519	14.0	68.3	31.7	0.0	0.0	0.0	94.6	5.4
Never (owns computer)	2,046	18.9	66.9	33.1	0.0	0.0	0.0	96.4	3.6
No computer at home	3,814	35.2	65.6	34.4	0.0	0.0	0.0	95.5	4.5
Not Coded	901	8.3	70.7	29.3	0.0	0.0	0.0	91.6	8.4
National School Lunch Program									
Not eligible	1,184	10.9	66.8	33.2	0.0	0.0	0.0	94.9	5.1
Reduced price	574	5.3	67.8	32.2	0.0	0.0	0.0	94.8	5.2
Free lunch	6,810	62.9	67.2	32.8	0.0	0.0	0.0	94.6	5.4
Information not available	512	4.7	66.4	33.6	0.0	0.0	0.0	96.7	3.3
School not participating	1,033	9.5	71.1	28.9	0.0	0.0	0.0	95.8	4.2
Not Coded	708	6.5	64.8	35.2	0.0	0.0	0.0	95.3	4.7

Notes: [1] Off-level students are not assessed at their assigned grade level. Students assessed off grade cannot receive an Achievement Level III or IV based on grade-level standards.

[2] Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

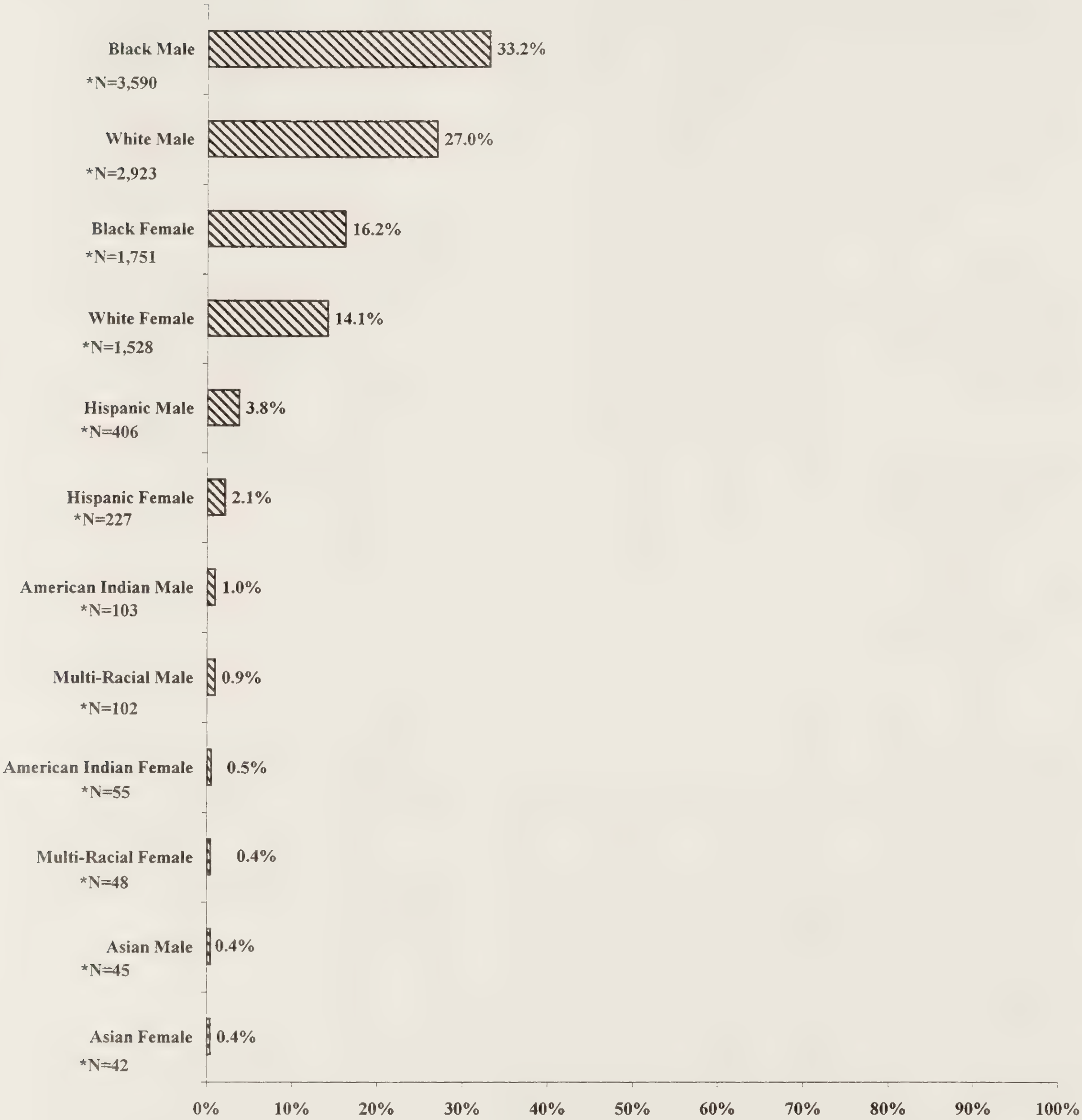
[3] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

[4] Students assessed off-grade level can only receive an Achievement Level I or II.

Data received form LEAs and charter schools after August 19, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 4. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation in Off-Level[1] Mathematics, by Gender and Ethnicity



Notes: [1]On-level students are assessed at their grade level.

*N counts equal the number of students tested.

Data received from LEAs and charter schools after August 19, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 9. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation by Assessed Grade Level , Reading

Assigned Grade Level	Number of Students Tested At Assessed Grade Level							
	K - 2	3	4	5	6	7	8	10
3 - 8 and 10	9,148	3,115	1,718	1,107	975	964	820	194
3	2,242	1,049	*	*	*	*	*	*
4	2,062	136	1,039	*	*	*	*	*
5	1,792	436	52	906	*	*	*	*
6	1,158	422	124	34	897	*	*	*
7	861	452	170	60	31	943	*	*
8	685	397	175	57	21	9	809	*
10	348	223	158	50	26	12	11	194

Table 10. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation by Assessed Grade Level, Mathematics

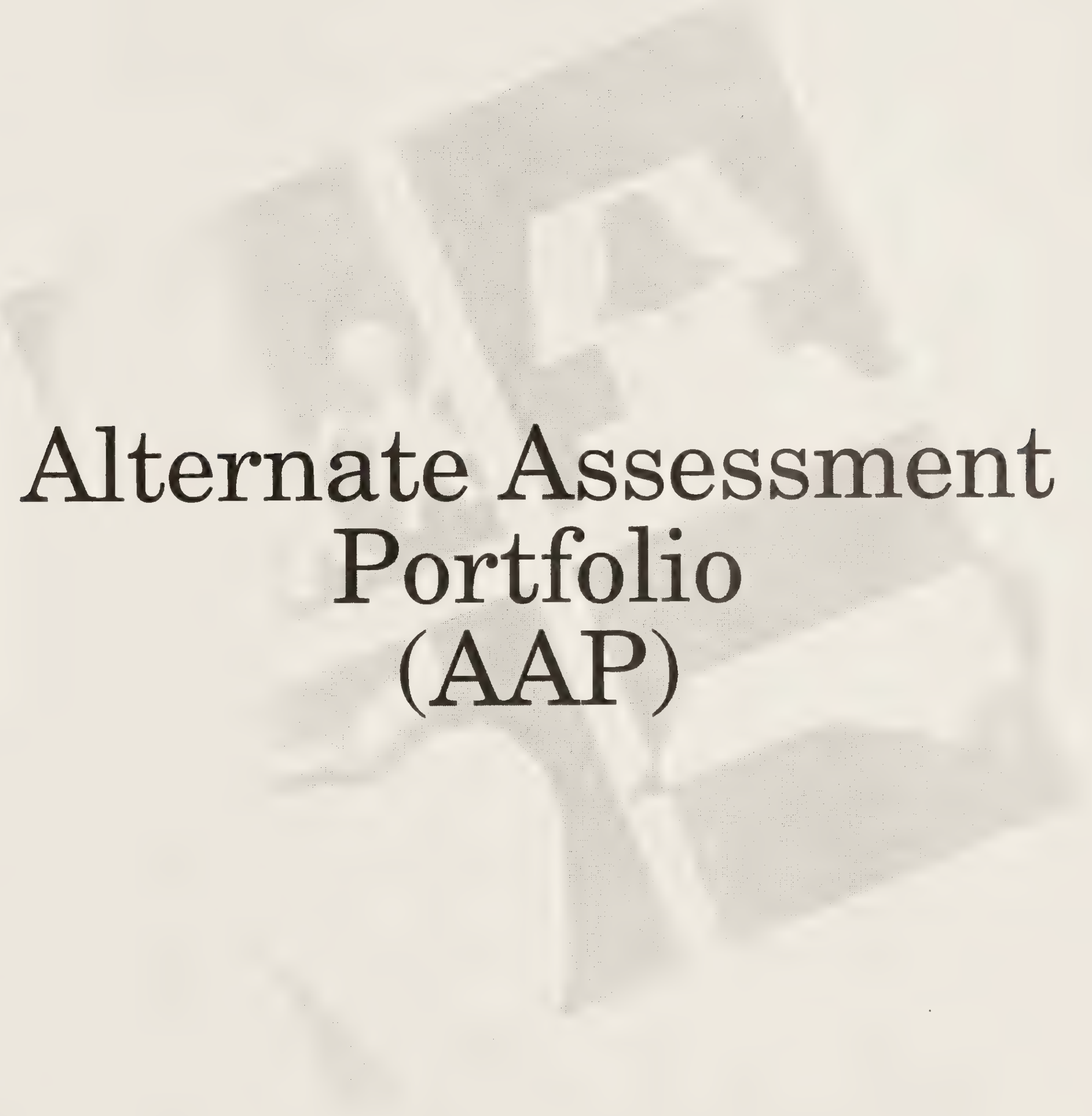
Assigned Grade Level	Number of Students Tested At Assessed Grade Level							
	K - 2	3	4	5	6	7	8	10
3 - 8 and 10	7,456	3,258	1,712	1,092	900	862	769	165
3	1,868	979	*	*	*	*	*	*
4	1,678	185	974	*	*	*	*	*
5	1,371	482	62	838	*	*	*	*
6	968	475	135	42	829	*	*	*
7	709	475	194	62	23	842	*	*
8	559	402	210	76	26	10	766	*
10	303	260	137	74	22	10	3	165

Notes: *For the AAAI, students cannot participate above their assigned grade level.
Data received from LEAs and charter schools after August 19, 2003 are not included in these tables.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program

Table 11. 2002-03 Alternate Assessment Academic Inventory (AAAI) Student Participation by Assigned Grade Level and Subject

	Reading		Mathematics	
Assigned Grade Level	**Number of Students**	**Percent of All Students**	**Number of Students**	**Percent of All Students**
3 - 8 and 10	18,041	100.0	16,214	100.0
3	3,291	18.2	2,847	17.6
4	3,237	17.9	2,837	17.5
5	3,186	17.7	2,753	17.0
6	2,635	14.6	2,449	15.1
7	2,517	14.0	2,305	14.2
8	2,153	11.9	2,049	12.6
10	1,022	5.7	974	6.0

Notes: *For the AAAI, students cannot participate above their assigned grade level.
Data received from LEAs and charter schools after August 19, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program



Alternate Assessment Portfolio (AAP)

Table 1. 2002-03 Alternate Assessment Portfolio (AAP)
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth

			Reading					Mathematics						
Category	Number of Students	Percent of All Students[1]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	3,146	100.0	15.9	31.9	29.8	17.9	47.7	20.4	22.9	37.0	15.2	52.2	92.1	3.2
Gender														
Females	1,171	37.2	15.5	33.3	29.3	16.6	45.9	19.9	23.7	36.4	14.6	51.0	90.7	3.9
Males	1,965	62.5	16.0	31.0	30.2	18.7	48.9	20.6	22.4	37.5	15.5	53.0	92.8	2.8
Not Coded	10	0.3	*	*	*	*	*	*	*	*	*	*	*	*
Ethnicity														
American Indian	68	2.2	4.4	29.4	39.7	25.0	64.7	10.3	17.6	35.3	35.3	70.6	98.5	*
Asian	51	1.6	7.8	43.1	31.4	17.6	49.0	13.7	23.5	52.9	9.8	62.7	94.1	5.9
Black	1,302	41.4	16.4	30.0	30.5	18.7	49.2	21.0	21.1	38.5	15.1	53.5	91.8	3.8
Hispanic	123	3.9	14.6	40.7	18.7	18.7	37.4	16.3	26.8	31.7	17.9	49.6	90.2	2.4
Multi-Racial	51	1.6	11.8	27.5	39.2	15.7	54.9	11.8	31.4	37.3	13.7	51.0	92.2	2.0
White	1,544	49.1	16.3	32.8	29.3	16.9	46.2	21.1	24.1	35.7	14.4	50.1	92.1	3.0
Not Coded	7	0.2	*	*	*	*	*	*	*	*	*	*	*	*
All Students with Disabilities	3,133	99.6	15.9	32.0	29.8	17.8	47.6	20.4	22.9	36.9	15.2	52.1	92.1	3.3
Behaviorally-Emotionally Disabled	2	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Hearing Impaired	11	0.3	*	*	*	*	*	*	*	*	*	*	*	*
Educable Mentally Disabled	205	6.5	15.6	30.7	24.4	22.4	46.8	22.4	15.6	32.7	22.4	55.1	86.8	5.4
Specific Learning Disabled	6	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Speech-Language Impaired	1	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Visually Impaired	6	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Other Health Impaired	81	2.6	18.5	27.2	34.6	14.8	49.4	19.8	22.2	45.7	7.4	53.1	87.7	7.4
Orthopedically Impaired	23	0.7	*	*	*	*	*	*	*	*	*	*	*	*
Traumatic Brain Injured	24	0.8	*	*	*	*	*	*	*	*	*	*	*	*
Autistic	707	22.5	16.1	34.4	31.1	14.0	45.1	22.5	22.5	39.7	10.9	50.6	93.2	2.1
Severely/Profoundly Mentally Disabled	411	13.1	21.7	30.9	27.3	16.3	43.6	25.8	26.0	31.1	13.1	44.3	90.8	5.4
Multihandicapped	588	18.7	17.5	33.2	29.1	15.6	44.7	20.7	27.0	35.9	11.7	47.6	91.8	3.4
Deaf-Blind	5	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	1,063	33.8	12.5	30.8	30.1	22.1	52.2	16.4	21.4	37.6	20.1	57.8	93.2	2.3
Not Coded	13	0.4	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	91	2.9	28.6	31.9	22.0	15.4	37.4	28.6	22.0	28.6	18.7	47.3	91.2	5.5
Not Served by Title I	2,108	67.0	16.4	31.8	29.0	18.2	47.2	20.3	23.1	36.3	15.7	52.1	92.1	3.2
Schoolwide Title I Program	964	30.6	14.1	31.4	31.8	18.3	50.1	20.5	22.3	38.2	14.6	52.8	92.6	2.8
Targeted Assistance	25	0.8	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	5	0.2	*	*	*	*	*	*	*	*	*	*	*	*

Notes [1] "Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Last year students received overall portfolio achievement levels and growth, this year students received achievement levels in Reading and Mathematics as well as an overall growth indication.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after July 30, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

High School Comprehensive Multiple-Choice Results

Table 1. 1997-98 to 2002-03 High School Comprehensive Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9%	174.3	14.9%
Standard Deviation	10.2		13.5	
1998-99	75,660	61.1%	75,527	61.4%
	164.8	8.8%	176.3	11.8%
Standard Deviation	9.8		13.6	
1999-00	77,360	61.7%	77,096	64.7%
	164.9	8.8%	177.5	10.5%
Standard Deviation	9.8		13.8	
2000-01	80,692	61.6%	80,492	66.8%
	164.9	9.5%	178.4	9.8%
Standard Deviation	10.0		14.1	
2001-02**	----	----	----	----
2002-03	86,854	64.8%	86,795	70.0%
	165.3	8.3%	179.9	9.4%
Standard Deviation	9.8		14.4	

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 1997-98 to 2002-03 High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level, by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I										
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1998**	11.9	7.0	17.0	19.1	9.9	19.1	15.1	8.1	8.8
	1999	8.8	5.4	12.2	15.0	9.6	15.7	12.7	6.8	5.7
	2000	8.8	5.5	12.3	17.6	10.6	16.0	12.0	6.6	5.6
	2001	9.5	5.7	13.5	17.7	9.1	16.3	13.7	7.1	6.5
	2002	*	*	*	*	*	*	*	*	*
	2003	8.3	4.9	11.6	13.9	7.3	14.3	15.0	7.2	5.1
Level II										
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1998**	32.5	31.1	34.0	41.8	30.5	46.1	39.9	26.4	26.7
	1999	30.2	28.8	31.5	42.2	30.3	45.9	38.8	27.4	23.2
	2000	29.4	27.7	31.2	40.3	31.4	44.6	39.4	22.8	22.8
	2001	28.9	27.5	30.3	38.4	27.5	43.7	38.5	26.5	22.4
	2002	*	*	*	*	*	*	*	*	*
	2003	27.0	25.6	28.4	36.7	26.4	41.9	39.0	23.2	19.6
Level III										
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1998**	41.0	45.5	36.4	34.2	40.2	31.0	36.6	43.8	45.4
	1999	45.2	48.6	41.7	37.8	40.3	34.6	39.8	45.6	50.0
	2000	45.4	48.9	41.8	36.4	40.4	35.5	40.3	51.5	49.8
	2001	44.9	49.0	40.8	37.9	41.6	35.8	39.8	49.4	49.0
	2002	*	*	*	*	*	*	*	*	*
	2003	47.5	50.8	44.2	43.5	42.6	39.4	38.6	52.2	51.8
Level IV										
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.	**1998**	14.6	16.4	12.6	4.9	19.4	3.7	8.4	21.7	19.1
	1999	15.9	17.3	14.6	5.0	19.9	3.8	8.8	20.3	21.1
	2000	16.4	17.9	14.8	5.7	17.5	3.8	8.3	19.2	21.8
	2001	16.7	17.9	15.5	6.0	21.8	4.2	8.1	16.9	22.2
	2002	*	*	*	*	*	*	*	*	*
	2003	17.2	18.7	15.8	6.0	23.7	4.4	7.4	17.5	23.5

High School Comprehensive Test Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
132-150	151-162	163-174	175-201

Notes: *In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.
Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 1997-98 to 2002-03 High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level, by Gender and Ethnicity
Mathematics[1]

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	14.9	12.8	17.1	24.2	7.8	26.2	18.3	15.7	10.2
	1999	11.8	10.6	12.9	16.7	8.1	22.9	15.2	11.6	7.1
	2000	10.5	9.2	11.9	18.7	7.4	20.6	14.7	10.3	6.3
	2001	9.8	8.2	11.5	16.0	6.6	18.7	14.8	8.5	6.0
	2002	*	*	*	*	*	*	*	*	*
	2003	9.4	8.0	10.8	14.5	5.7	17.8	15.5	8.9	5.3
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1998	30.2	30.1	30.3	41.2	18.8	42.0	37.8	25.7	25.3
	1999	26.8	26.9	26.7	38.4	21.2	40.3	34.6	27.9	21.0
	2000	24.8	24.6	25.0	36.3	19.2	38.6	31.7	23.7	19.0
	2001	23.4	23.5	23.4	31.2	16.9	37.0	30.6	23.4	17.6
	2002	*	*	*	*	*	*	*	*	*
	2003	20.6	20.2	21.0	26.2	13.5	33.0	30.0	20.2	14.7
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1998	38.8	41.6	35.9	29.9	38.5	28.6	35.9	36.4	43.3
	1999	42.0	43.9	39.9	38.6	35.6	32.5	39.5	39.9	46.2
	2000	42.6	45.0	40.2	37.3	39.7	35.1	43.2	44.8	45.8
	2001	42.3	44.5	40.2	41.1	36.8	37.4	42.5	45.3	44.5
	2002	*	*	*	*	*	*	*	*	*
	2003	41.6	44.1	39.1	43.7	35.4	40.1	41.2	44.5	42.4
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.	1998	16.0	15.5	16.6	4.8	34.9	3.2	8.0	22.1	21.2
	1999	19.4	18.5	20.5	6.2	35.1	4.3	10.7	20.7	25.7
	2000	22.1	21.3	22.9	7.7	33.7	5.8	10.3	21.2	28.9
	2001	24.4	23.9	25.0	11.7	39.7	6.9	12.1	22.9	31.9
	2002	*	*	*	*	*	*	*	*	*
	2003	28.4	27.7	29.1	15.6	45.4	9.1	13.2	26.4	37.6

High School Comprehensive Test Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
141-159	160-171	172-188	189-226

Notes: [1] The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

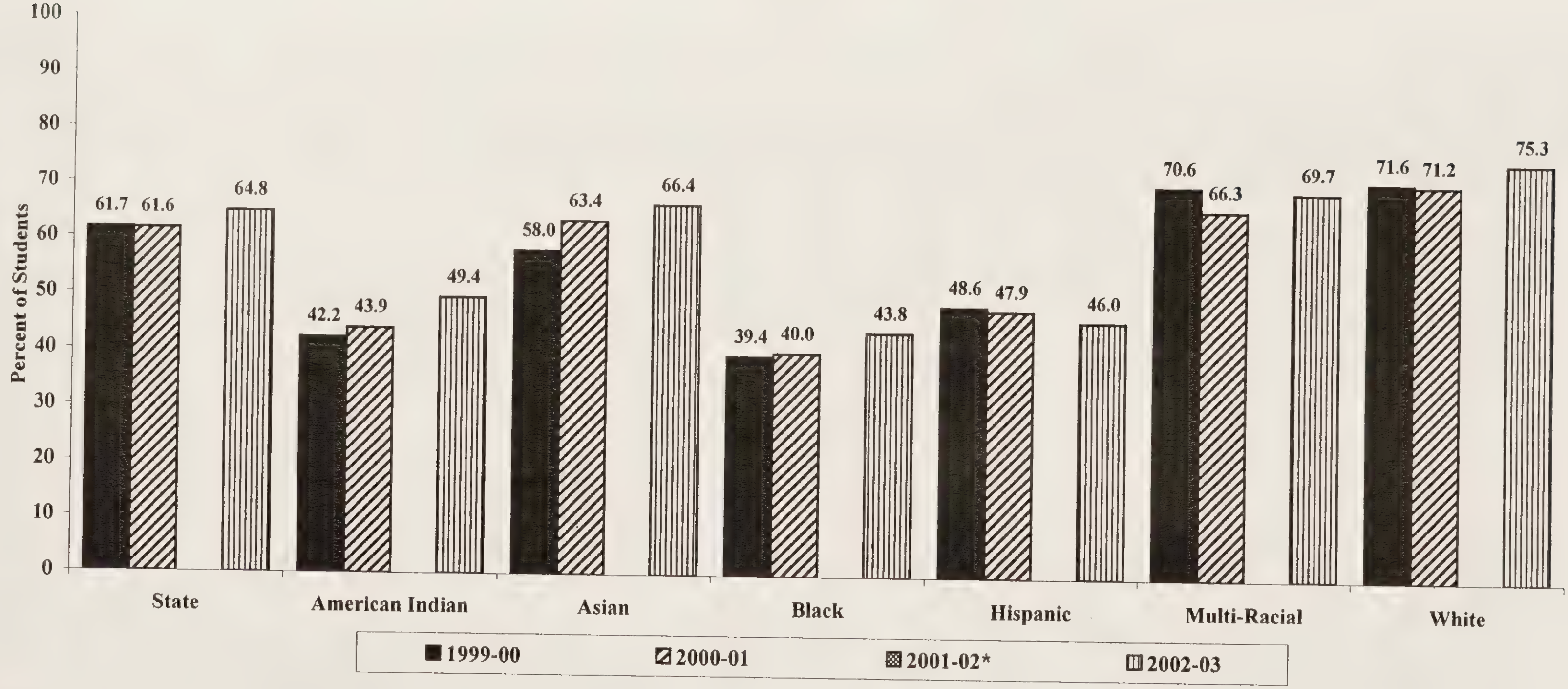
*In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.

Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100.0 percent.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1. 1999-00 to 2002-03 High School Comprehensive Multiple-Choice Test Results Percent of Students At or Above Level III in Reading, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1999-00							
N Tested	77,360	1,083	1,591	20,794	1,669	606	51,502
N Level III, IV	47,756	457	922	8,184	811	428	36,873
2000-01							
N Tested	80,692	997	1,636	21,872	2,054	686	53,387
N Level III, IV	49,686	438	1,037	8,755	983	455	37,986
2001-02*							
N Tested	*	*	*	*	*	*	*
N Level III, IV	*	*	*	*	*	*	*
2002-03							
N Tested	86,854	1,107	1,828	24,339	3,353	1,088	55,135
N Level III, IV	56,238	547	1,213	10,660	1,542	758	41,515

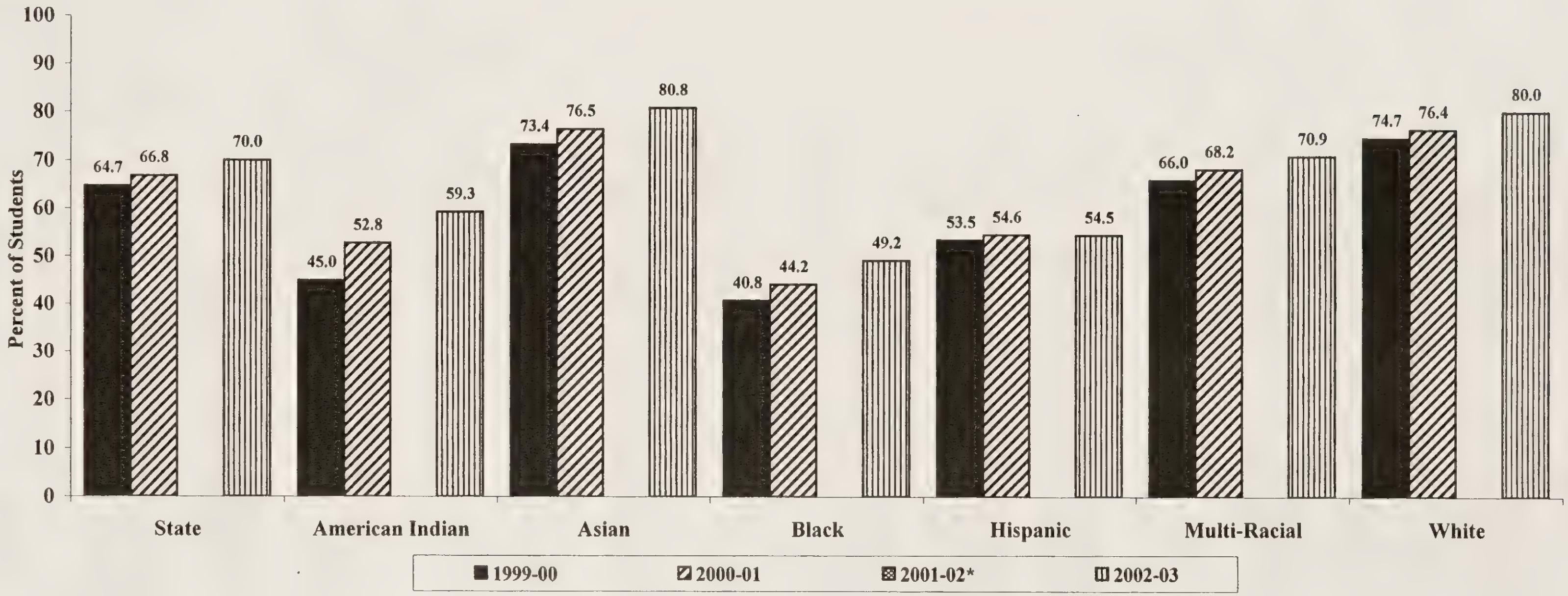
Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.

*In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.

Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2. 1999-00 to 2002-03 High School Comprehensive Multiple-Choice Test Results
Percent of Students At or Above Level III in Mathematics,
by Ethnicity



1999-00							
N Tested	77,096	1,075	1,590	20,666	1,657	594	51,396
N Level III, IV	49,855	484	1,167	8,438	887	392	38,409
2000-01							
N Tested	80,492	990	1,642	21,814	2,041	685	53,260
N Level III, IV	53,732	523	1,256	9,652	1,115	467	40,689
2001-02*							
N Tested	*	*	*	*	*	*	*
N Level III, IV	*	*	*	*	*	*	*
2002-03							
N Tested	86,795	1,103	1,837	24,308	3,361	1,090	55,092
N Level III, IV	60,771	654	1,484	11,955	1,831	773	44,071

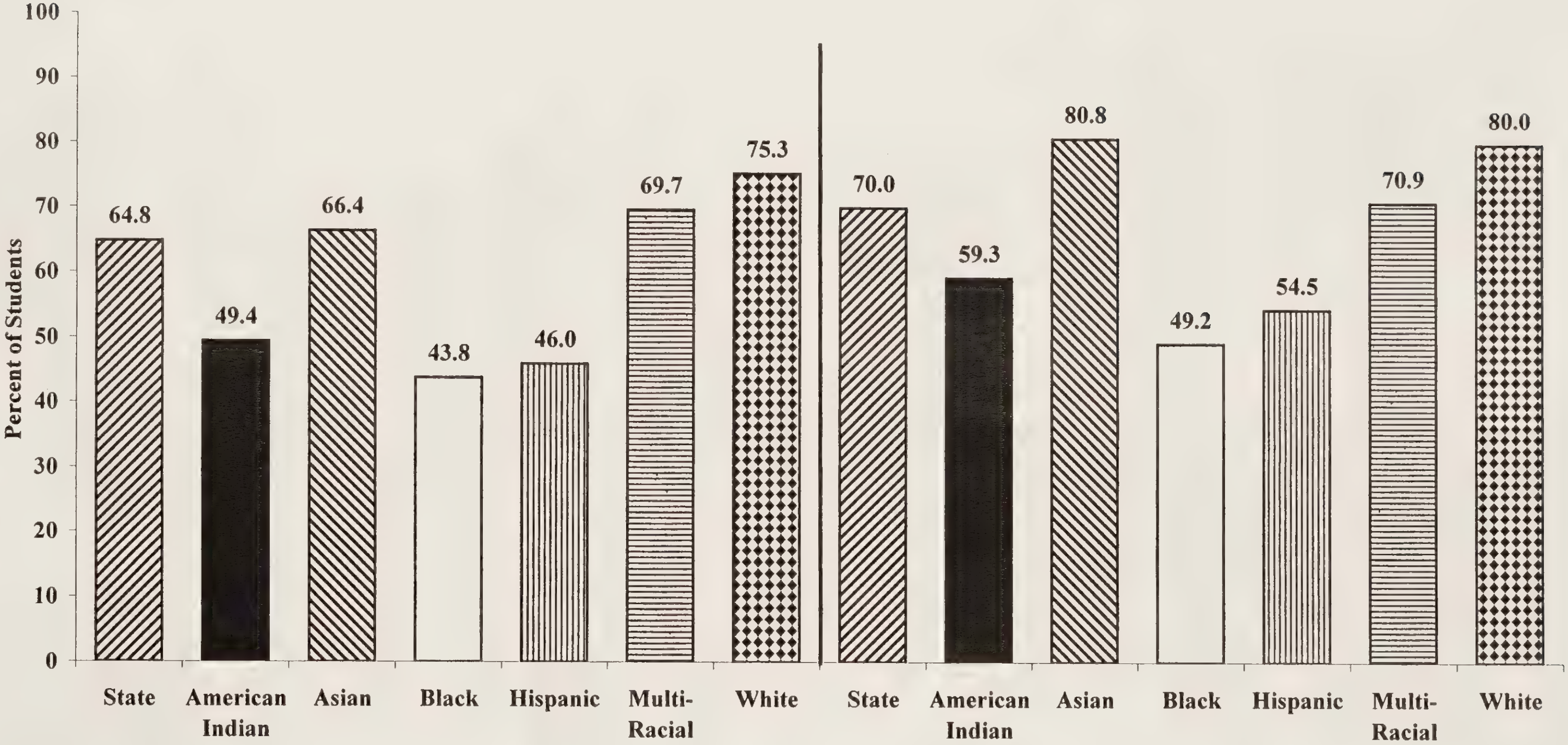
Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are in the state data only.

*In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.

Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 3. 2002-03 High School Comprehensive Multiple-Choice Test Results
Percent of Students At or Above Level III in Reading and Mathematics,
by Ethnicity

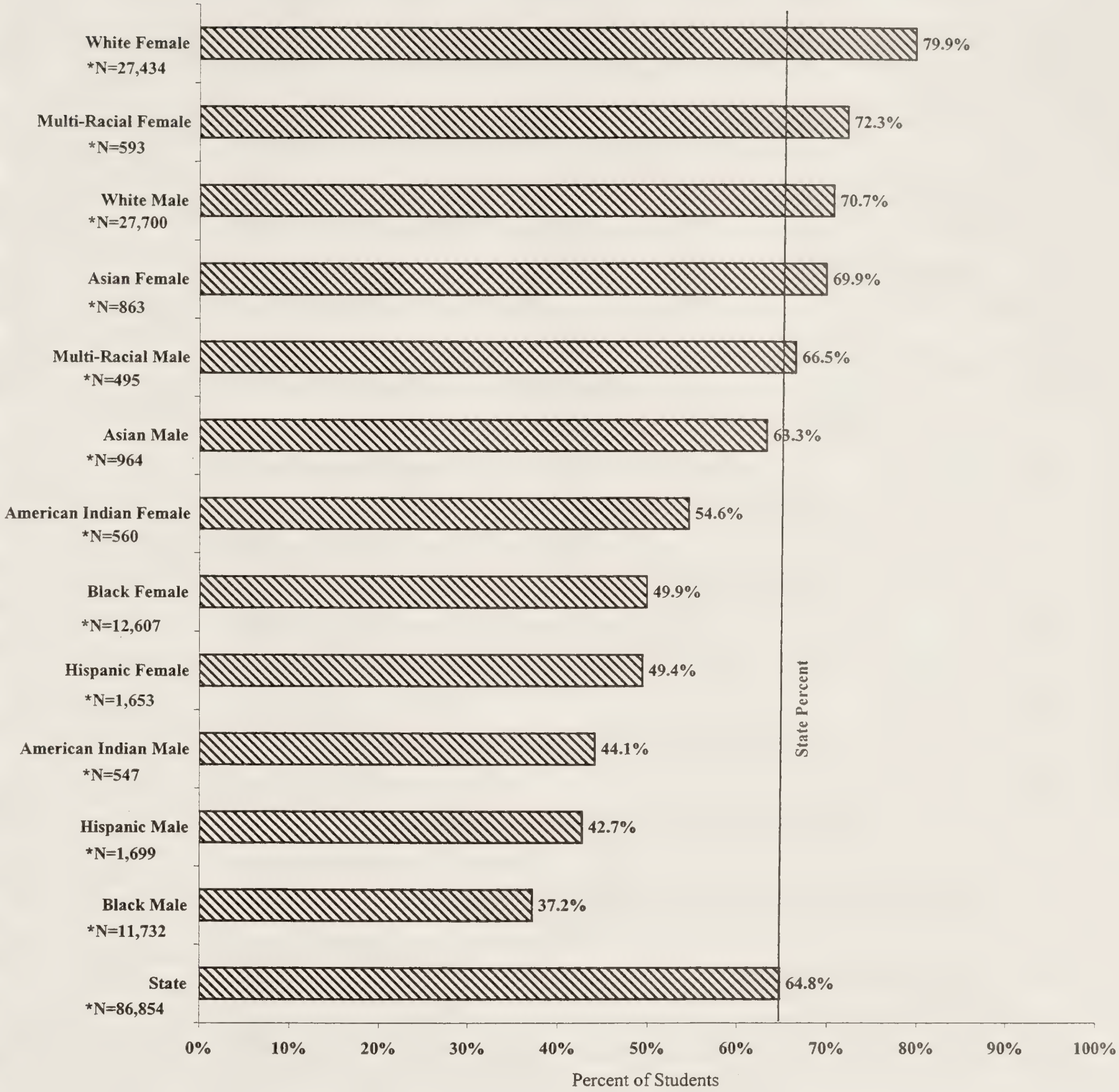


Reading
N Tested = 86,854
N Level III, IV = 56,238

Mathematics
N Tested = 86,795
N Level III, IV = 60,771

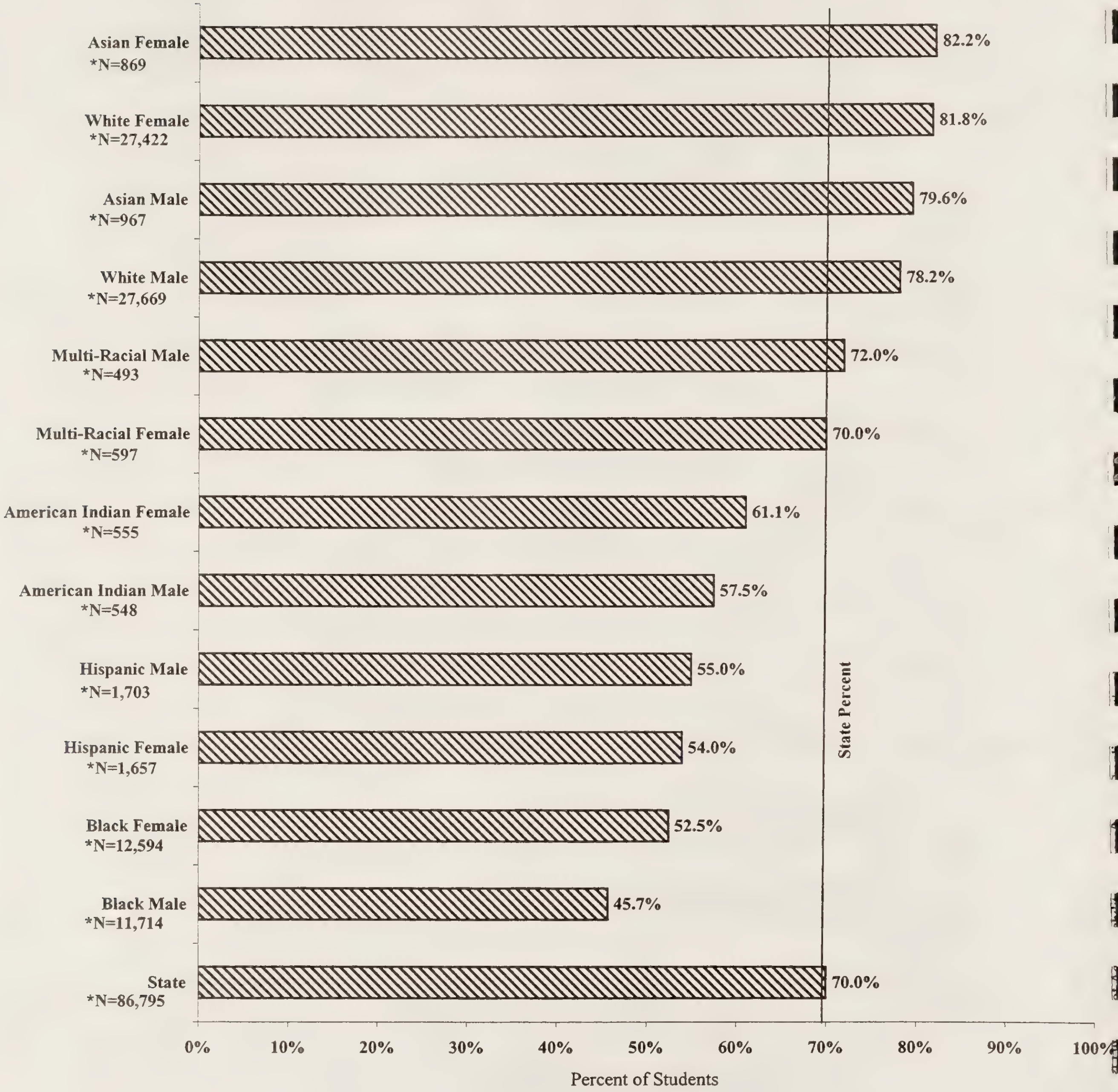
Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program

Figure 4. 2002-03 High School Comprehensive Multiple-Choice Test Results Percent of Students At or Above Level III in Reading, by Gender and Ethnicity



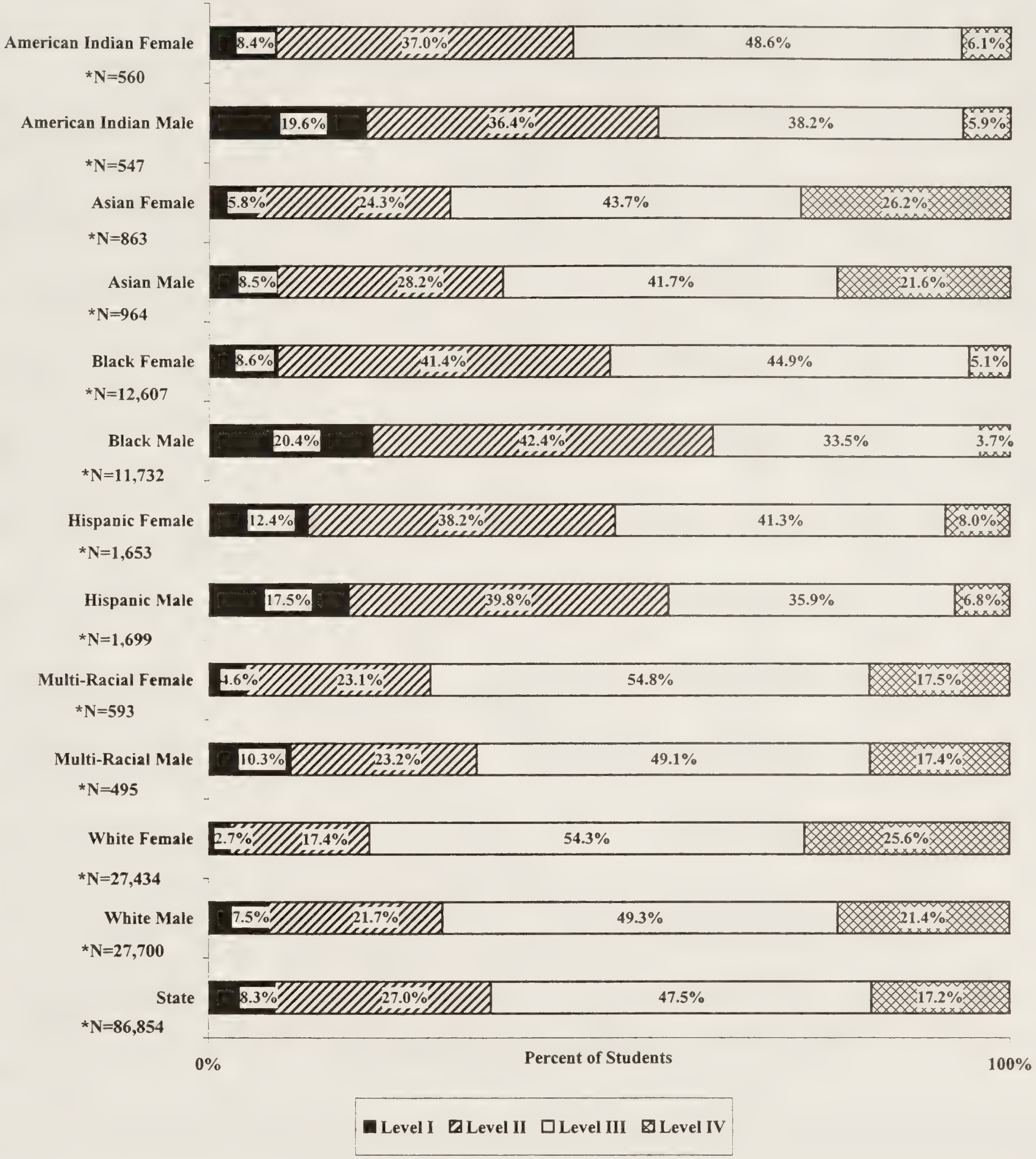
Notes: *N counts equal the number of students tested.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 5. 2002-03 High School Comprehensive Multiple-Choice Test Results Percent of Students At or Above Level III in Mathematics, by Gender and Ethnicity



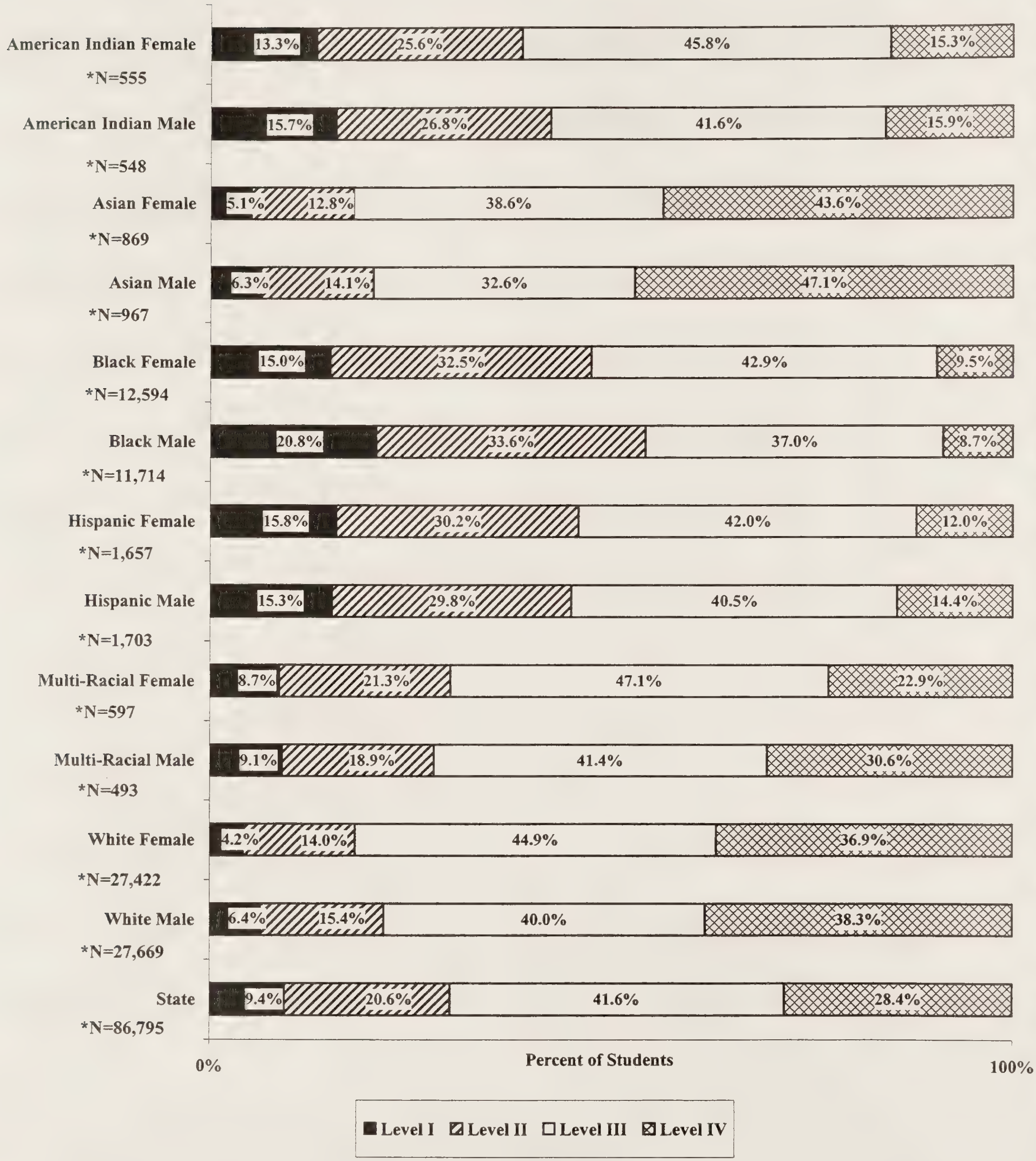
Notes: *N counts equal the number of students tested.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 6. 2002-03 High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading,
by Gender and Ethnicity



Notes: *N counts equal the number of students tested.
Achievement levels for each gender/ethnic category may not add to 100.0 percent due to rounding.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 7. 2002-03 High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics,
by Gender and Ethnicity



Notes: *N counts equal the number of students tested.
Achievement levels for each gender/ethnic category may not add to 100.0 percent due to rounding.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
Data received from LEAs and charter schools after August 27, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2002-03 High School Comprehensive Multiple-Choice Test Results Performance of Academically Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III Reading	Percent At or Above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	86,854	100.0	64.8	70.0	165.3	179.9
Not Exceptional	67,467	77.7	64.9	70.7	165.1	179.1
Academically Intellectually Gifted	10,523	12.1	97.7	98.8	175.5	196.6
AIG Reading	6,737	7.8	97.7	98.8	175.6	196.3
AIG Mathematics	6,832	7.9	96.8	98.5	175.1	196.6
All Students with Disabilities	8,903	10.3	24.7	31.2	155.5	167.1
Behaviorally-Emotionally Disabled	545	0.6	20.0	17.9	153.9	163.2
Hearing Impaired	93	0.1	28.0	38.5	157.0	168.9
Educable Mentally Disabled	1,379	1.6	1.2	2.4	147.7	157.4
Specific Learning Disabled	4,670	5.4	26.1	36.1	156.3	168.7
Learning Disabled-Reading	2,819	3.2	20.2	31.9	154.8	167.7
Learning Disabled Math	1,756	2.0	20.8	22.3	154.9	165.0
Learning Disabled-Written Expression	3,513	4.0	23.9	35.6	155.6	168.4
Learning Disabled-Other	99	0.1	22.2	40.6	155.9	169.3
Speech-Language Impaired	55	0.1	29.1	34.5	156.7	168.3
Visually Impaired	32	0.0	50.0	52.9	160.5	172.4
Other Health Impaired	1,135	1.3	29.9	33.2	157.4	167.8
Orthopedically Impaired	42	0.0	28.6	18.6	158.0	166.0
Traumatic Brain Injured	31	0.0	12.9	16.1	153.3	162.9
Autistic	55	0.1	36.4	36.4	158.9	170.0
Severely/Profoundly Mentally Disabled	0	0.0	*	*	*	*
Multihandicapped	29	0.0	*	*	*	*
Deaf-Blind	5	0.0	*	*	*	*
Trainable Mentally Disabled	26	0.0	*	*	*	*
Section 504	806	0.9	51.7	59.3	162.8	176.4
Not Coded	12	0.0	*	*	*	*
Limited English Proficient	1,536	1.8	22.3	39.3	155.8	169.4
Not Served by Title I	85,483	98.4	65.2	70.4	165.4	180.1
Schoolwide Title I Program	918	1.1	40.0	45.7	159.7	170.9
Targeted Assistance	280	0.3	36.4	45.5	159.0	170.9
Migrant	178	0.2	28.1	47.5	157.8	171.8

Notes: [1]"Number Tested" is the number of students who took the high school comprehensive test in reading.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academically Intellectually Gifted" and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 2002-03 High School Comprehensive Multiple-Choice Test Results
Students with Accommodations

Category	Number Tested[1]	Percent[2]	Percent At or Above Level III Reading	Percent At or Above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	86,854	100.0	64.8	70.0	165.3	179.9
Braille Edition	1	0.0	*	*	*	*
Large Print Edition	40	0.0	37.5	42.5	159.1	171.2
Assistive Technology Devices	8	0.0	*	*	*	*
Braille Writer/Slate and Stylus (and Braille Paper)	2	0.0	*	*	*	*
Cranmer Abacus	0	0.0	*	*	*	*
Dictation to Scribe	26	0.0	*	*	*	*
Interpreter/Transliterator Signs/Cues Test**	28	0.0	*	*	*	*
Magnification Devices	7	0.0	*	*	*	*
Student Marks Answers in Test Book	1,128	1.3	19.9	28.9	154.6	166.2
Test Administrator Reads Test Aloud (in English)**	2,911	3.4	7.6	16.5	151.0	162.8
Keyboarding Devices	1	0.0	*	*	*	*
Hospital/Home Testing	29	0.0	*	*	*	*
Multiple Testing Sessions	514	0.6	16.5	22.8	153.5	164.4
Scheduled Extended Time	6,185	7.1	21.5	28.6	154.9	166.5
Testing in a Separate Room	4,852	5.6	16.7	23.1	153.5	164.7
English/Native Language Dictionary/Electronic Translator	463	0.5	20.3	36.0	155.5	168.7
One Test Item Per Page Edition	8	0.0	*	*	*	*
Unpublished Accommodation	6	0.0	*	*	*	*

Notes: [1] "Number tested" is the number of students who took the high school comprehensive test in reading.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations reported may have been implemented only for reading, only for mathematics, or for both portions of the test.

Accommodations are available for students with disabilities and limited English proficiency.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6a. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
High School Comprehensive Reading

Category	Reading									
							Not Tested			
	Number of Student Records[1]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[2]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[3]	Percent Other
Total	90,872	100.0	86,854	95.6	1,402	1.5	2541	2.8	75	0.1
Female	45,339	49.9	43,711	96.4	521	1.1	1078	2.4	29	0.1
Male	45,524	50.1	43,140	94.8	881	1.9	1457	3.2	46	0.1
American Indian	1,171	1.3	1,107	94.5	16	1.4	48	4.1	0	0
Asian	1,907	2.1	1,828	95.9	43	2.3	32	1.7	4	0.2
Black	26,035	28.7	24,339	93.5	597	2.3	1083	4.2	16	0.1
Hispanic	3,642	4.0	3,353	92.1	162	4.4	124	3.4	3	0.1
Multi-Racial	1,136	1.3	1,088	95.8	9	0.8	37	3.3	2	0.2
White	56,971	62.7	55,135	96.8	575	1.0	1211	2.1	50	0.1
Title I	1,500	1.7	1,367	91.1	51	3.4	82	5.5	0	0.0
Schoolwide Title I Program	1,000	1.1	918	91.8	33	3.3	49	4.9	0	0.0
Targeted Assistance	313	0.3	280	89.5	10	3.2	23	7.3	0	0.0
Migrant	196	0.2	178	90.8	8	4.1	10	5.1	0	0.0
Limited English Proficient (LEP)	1,761	1.9	1,536	87.2	161	9.1	62	3.5	2	0.1
All Students with Disabilities	10,645	11.7	8,903	83.6	1,201	11.3	525	4.9	16	0.2
Behaviorally-Emotionally Disabled	650	0.7	545	83.8	30	4.6	72	11.1	3	0.5
Hearing Impaired	99	0.1	93	93.9	3	3.0	2	2.0	1	1.0
Educable Mentally Disabled	2,091	2.3	1,379	65.9	583	27.9	127	6.1	2	0.1
Specific Learning Disabled	4,977	5.5	4,670	93.8	118	2.4	185	3.7	4	0.1
Speech-Language Impaired	66	0.1	55	83.3	5	7.6	6	9.1	0	0.0
Visually Impaired	37	0.0	32	86.5	0	0.0	4	10.8	1	2.7
Other Health Impaired	1,267	1.4	1,135	89.6	66	5.2	63	5.0	3	0.2
Orthopedically Impaired	53	0.1	42	79.2	7	13.2	4	7.5	0	0.0
Traumatic Brain Injury	35	0.0	31	88.6	3	8.6	1	2.9	0	0.0
Autistic	125	0.1	55	44.0	65	52.0	4	3.2	1	0.8
Severely/Profoundly Mentally Disabled	41	0.0	0	0.0	40	97.6	1	2.4	0	0.0
Multihandicapped	95	0.1	29	30.5	64	67.4	2	2.1	0	0.0
Deaf-Blind	6	0.0	5	83.3	1	16.7	0	0.0	0	0.0
Trainable Mentally Disabled	258	0.3	26	10.1	216	83.7	15	5.8	1	0.4
Section 504	845	0.9	806	95.4	0	0.0	39	4.6	0	0.0

Notes: [1] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[2] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[3] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6b. 2002-03 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
High School Comprehensive Mathematics

Category	Mathematics									
							Not Tested			
	Number of Student Records[1]	Percent of Student Records	Number Tested	Percent Tested	Number Alternate Assessments[2]	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other[3]	Percent Other
Total	90,872	100.0	86,795	95.5	1,376	1.5	2627	2.9	74	0.1
Female	45,339	49.9	43,695	96.4	511	1.1	1104	2.4	29	0.1
Male	45,524	50.1	43,097	94.7	865	1.9	1517	3.3	45	0.1
American Indian	1,171	1.3	1,103	94.2	16	1.4	52	4.4	0	0
Asian	1,907	2.1	1,837	96.3	30	1.6	36	1.9	4	0.2
Black	26,035	28.7	24,308	93.4	596	2.3	1116	4.3	15	0.1
Hispanic	3,642	4.0	3,361	92.3	152	4.2	126	3.5	3	0.1
Multi-Racial	1,136	1.3	1,090	96.0	9	0.8	35	3.1	2	0.2
White	56,971	62.7	55,092	96.7	573	1.0	1256	2.2	50	0.1
Title I	1,500	1.7	1,356	90.4	51	3.4	93	6.2	0	0.0
Schoolwide Title I Program	1,000	1.1	909	90.9	33	3.3	58	5.8	0	0.0
Targeted Assistance	313	0.3	279	89.1	10	3.2	24	7.7	0	0.0
Migrant	196	0.2	177	90.3	8	4.1	11	5.6	0	0.0
Limited English Proficient (LEP)	1,761	1.9	1,552	88.1	139	7.9	68	3.9	2	0.1
All Students with Disabilities	10,645	11.7	8,885	83.5	1,199	11.3	545	5.1	16	0.2
Behaviorally-Emotionally Disabled	650	0.7	536	82.5	30	4.6	81	12.5	3	0.5
Hearing Impaired	99	0.1	91	91.9	3	3.0	4	4.0	1	1.0
Educable Mentally Disabled	2,091	2.3	1,387	66.3	583	27.9	119	5.7	2	0.1
Specific Learning Disabled	4,977	5.5	4,665	93.7	116	2.3	192	3.9	4	0.1
Speech-Language Impaired	66	0.1	55	83.3	5	7.6	6	9.1	0	0.0
Visually Impaired	37	0.0	34	91.9	0	0.0	2	5.4	1	2.7
Other Health Impaired	1,267	1.4	1,122	88.6	66	5.2	76	6.0	3	0.2
Orthopedically Impaired	53	0.1	43	81.1	7	13.2	3	5.7	0	0.0
Traumatic Brain Injury	35	0.0	31	88.6	3	8.6	1	2.9	0	0.0
Autistic	125	0.1	55	44.0	65	52.0	4	3.2	1	0.8
Severely/Profoundly Mentally Disabled	41	0.0	0	0.0	40	97.6	1	2.4	0	0.0
Multihandicapped	95	0.1	29	30.5	64	67.4	2	2.1	0	0.0
Deaf-Blind	6	0.0	5	83.3	1	16.7	0	0.0	0	0.0
Trainable Mentally Disabled	258	0.3	26	10.1	216	83.7	15	5.8	1	0.4
Section 504	845	0.9	806	95.4	0	0.0	39	4.6	0	0.0

Notes: [1] The "Number of Student Records" is the number of student test answer sheets scanned into SO3 files after the test administration.

[2] Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

[3] Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 27, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 High School Comprehensive Multiple-Choice Test Results
Characteristics and Performance

	N[1]	Percent	Percent At or Above Level III Reading	Percent At or Above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	86,854	100.0	64.8	70.0	165.3	179.9
Gender						
Female	43,711	50.3	69.5	71.9	166.5	180.1
Male	43,140	49.7	60.0	68.2	164.2	179.8
Ethnic Group						
American Indian	1,107	1.3	49.4	59.3	161.3	174.8
Asian	1,828	2.1	66.4	80.8	166.4	186.6
Black	24,339	28.0	43.8	49.2	160.4	172.0
Hispanic	3,353	3.9	46.0	54.5	161.1	173.8
Multi-Racial	1,088	1.3	69.7	70.9	166.3	179.5
White	55,135	63.5	75.3	80.0	167.8	183.7
Hours of Homework (per week)						
None assigned	1,971	2.3	25.9	31.1	155.2	166.7
Assigned but not done	3,189	3.7	51.9	58.4	161.8	175.7
1 hour or less	20,755	23.9	51.7	58.7	162.2	175.2
1 to 3 hours	36,882	42.5	64.7	70.1	165.1	179.2
More than 3, less than 5 hours	12,239	14.1	78.9	82.6	168.8	185.2
Between 5-10 hours	8,260	9.5	86.4	89.5	171.4	189.5
More than 10 hours	2,338	2.7	85.8	88.3	172.2	191.5
Use of Outside Readings*						
Class Discussions	49,445	56.9	71.4	76.1	166.9	182.0
Oral Reports	20,631	23.8	69.8	74.8	166.6	181.8
Quizzes	47,926	55.2	69.7	74.8	166.5	181.5
Essays	38,144	43.9	74.2	78.8	167.7	183.4
Apply to activity	27,974	32.2	74.8	79.8	167.7	183.3
Apply to course project	14,777	17.0	76.3	81.1	168.4	184.7
No Follow-up	7,435	8.6	56.8	63.1	163.4	177.1

Notes: [1]"N" is the number of students who took the high school comprehensive test in reading.
*Students may identify more than one "Use of Outside Readings," therefore "N" will be greater than "All Students" and "Percent" will sum to greater than 100.0 percent.
When summed, subgroup N counts may not match the state N count because of incomplete coding on some student answer sheets.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 High School Comprehensive Multiple-Choice Test Results Characteristics and Performance (continued)

	N[1]	Percent	Percent At or Above Level III Reading	Percent At or Above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
Use of Graphing Calculator						
No regular access	11,755	13.5	50.5	54.0	161.6	173.4
Has access, doesn't use	11,823	13.6	64.3	68.3	164.9	178.7
Uses 1-2 times a month	7,702	8.9	58.3	63.2	163.6	176.7
Uses 1-2 times a week	12,212	14.1	63.4	68.4	165.1	179.1
Uses daily	42,114	48.5	70.7	77.0	167.0	183.1
Courses Taken*						
Pre-Algebra	41,820	48.1	72.2	76.1	167.3	182.8
Algebra IA	30,304	34.9	55.6	61.9	163.1	176.0
Algebra I or IB	62,297	71.7	70.5	76.1	166.8	182.0
Technical Math	7,641	8.8	48.2	55.7	161.5	174.2
Geometry	50,620	58.3	80.5	87.2	169.0	185.9
Algebra II	24,852	28.6	90.8	95.1	172.4	192.9
Advanced Math	3,771	4.3	90.9	93.6	174.5	198.2
Science - outside reading	48,743	56.1	69.4	74.6	166.3	181.2
Science - no outside reading	21,820	25.1	72.0	76.4	167.5	183.2
Social Studies - reading	47,756	55.0	72.6	77.3	167.2	182.6
Social Studies - no reading	16,105	18.5	72.3	77.0	167.2	182.9
Vocational - reading	18,761	21.6	75.9	80.1	167.5	183.1
Vocational - no reading	13,779	15.9	79.2	83.5	168.7	185.1
No Sci., SS, or Voc.	1,853	2.1	28.2	35.0	156.8	168.5
Student Took Make-up Test						
Yes	5,759	6.6	43.4	48.4	160.2	172.6
Misadministration						
Yes	121	0.1	53.7	60.0	162.5	175.6

Notes: [1] "N" is the number of students who took the high school comprehensive test in reading.
*Students may identify more than one "Courses Taken," therefore "N" will be greater than "All Students" and "Percent" will sum to greater than 100.0 percent.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 8. 2002-03 High School Comprehensive Test Goal Summary Report

	Developmental Scale Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	165.3	86,854	216	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	65.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			168	56.2
Obj 2.1: Identify, collect or select information and ideas.			53	61.5
Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			76	53.7
Obj 2.3: Apply, extend, and expand on information and concepts.			39	55.6
GOAL 3: Use language for critical analysis and evaluation.			30	61.4
Obj 3.1: Assess the validity and accuracy of information and ideas			3	
Obj 3.2: Determine the value of information and ideas			12	67.1
Obj 3.3: Develop criteria and evaluate the quality, relevance, and importance of the information and ideas			15	52.6
MATHEMATICS	179.9	86,795	210	
GOAL 1: Numerical Relationships			21	61.4
Obj 1.1: Perform operations with real numbers			3	
Obj 1.2: Solve problems involving number theory			9	59.2
Obj 1.3: Solve problems using ratios, proportions, and percents			9	56.0
GOAL 2: Growth and Measurement			63	50.6
Obj 2.1: Geometric problems using two and three-dimensional shapes			18	54.7
Obj 2.2: Solve problems using properties of angles, lines, and planes			9	59.0
Obj 2.3: Solve problems using perimeter, area, and volume formulas			15	38.7
Obj 2.4: Solve problems using right triangle relationships			12	49.2
Obj 2.5: Transform polygons in the coordinate plane			9	55.5
GOAL 3: Algebraic Concepts			72	52.7
Obj 3.1: Use the language of algebra and formulas to solve problems			15	56.4
Obj 3.2: Demonstrate an understanding of relations and functions			12	57.1
Obj 3.3: Graph and use linear equations and inequalities			15	52.7
Obj 3.4: Solve problems that involve nonlinear equations			12	46.7
Obj 3.5: Use an appropriate method to solve problems involving systems of equations and inequalities			12	47.8
Obj 3.6: Perform operations with polynomials			6	56.2
GOAL 4: Data Analysis			54	49.0
Obj 4.1: Solve real world problems using statistics			24	59.7
Obj 4.2: Solve real world problems using probability			21	44.9
Obj 4.3: Fit a line or curve to a set of data			9	30.3

NUMBER OF STUDENTS TAKING FORM	G	H	I
	28,960	28,957	28,937

Notes: * "Number of Observations" includes students who attempted at least one item on the test.
** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 9. 2002-03 High School Comprehensive Test
Distribution of Scale Scores - Reading

NUMBER OF STUDENTS WITH VALID SCORES	86,854
MEAN	165.3
STANDARD DEVIATION	9.8
VARIANCE	96.0

HIGH SCORE	199
LOW SCORE	132

2003 STATE PERCENTILES	SCALE SCORE
90	177.52
75	172.23
50 (MEDIAN)	166.11
25	159.21
10	151.80

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILE
199	1	86854	0.00	100.00	99
197	6	86853	0.01	100.00	99
195	5	86847	0.01	99.99	99
194	15	86842	0.02	99.99	99
193	12	86827	0.01	99.97	99
192	24	86815	0.03	99.96	99
191	28	86791	0.03	99.93	99
190	54	86763	0.06	99.90	99
189	132	86709	0.15	99.83	99
188	99	86577	0.11	99.68	99
187	175	86478	0.20	99.57	99
186	278	86303	0.32	99.37	99
185	416	86025	0.48	99.05	99
184	620	85609	0.71	98.57	99
183	424	84989	0.49	97.85	98
182	315	84565	0.36	97.36	98
181	965	84250	1.11	97.00	97
180	1147	83285	1.32	95.89	96
179	1858	82138	2.14	94.57	95
178	2164	80280	2.49	92.43	93
177	2343	78116	2.70	89.94	91
176	1896	75773	2.18	87.24	89
175	1978	73877	2.28	85.06	87
174	3684	71899	4.24	82.78	84
173	2249	68215	2.59	78.54	82
172	3098	65966	3.57	75.95	79
171	4167	62868	4.80	72.38	76
170	3308	58701	3.81	67.59	73
169	2639	55393	3.04	63.78	69
168	4212	52754	4.85	60.74	66
167	3529	48542	4.06	55.89	62
166	4096	45013	4.72	51.83	58
165	3093	40917	3.56	47.11	55
164	3303	37824	3.80	43.55	51
163	3905	34521	4.50	39.75	47
162	2361	30616	2.72	35.25	43
161	2918	28255	3.36	32.53	40
160	2866	25337	3.30	29.17	36
159	2606	22471	3.00	25.87	32
158	2249	19865	2.59	22.87	30
157	1724	17616	1.98	20.28	27
156	1659	15892	1.91	18.30	24
155	1948	14233	2.24	16.39	22
154	1379	12285	1.59	14.14	19
153	1343	10906	1.55	12.56	17
152	1255	9563	1.44	11.01	15
151	1134	8308	1.31	9.57	13
150	1009	7174	1.16	8.26	11
149	683	6165	0.79	7.10	9
148	668	5482	0.77	6.31	8
147	893	4814	1.03	5.54	7
146	805	3921	0.93	4.51	6

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 9. 2002-03 High School Comprehensive Test Distribution of Scale Scores – Reading (continued)

NUMBER OF STUDENTS WITH VALID SCORES	86,854
MEAN	165.3
STANDARD DEVIATION	9.8
VARIANCE	96.0

HIGH SCORE	199
LOW SCORE	132

2003 STATE PERCENTILES	SCALE SCORE
90	177.52
75	172.23
50 (MEDIAN)	166.11
25	159.21
10	151.80

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILE
145	741	3116	0.85	3.59	5
144	617	2375	0.71	2.73	4
143	499	1758	0.57	2.02	3
142	380	1259	0.44	1.45	2
141	284	879	0.33	1.01	1
140	269	595	0.31	0.69	1
139	114	326	0.13	0.38	1
138	90	212	0.10	0.24	1
137	46	122	0.05	0.14	1
136	20	76	0.02	0.09	1
LESS THAN 136	56	56	0.06	0.06	1

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 10. 2002-03 High School Comprehensive Test Distribution of Scale Scores – Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	86,795
MEAN	179.9
STANDARD DEVIATION	14.4
VARIANCE	207.4

HIGH SCORE	226
LOW SCORE	141

2003 STATE PERCENTILES	SCALE SCORE
90	198.94
75	190.11
50 (MEDIAN)	180.04
25	169.65
10	160.78

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILE
226	2	86795	0.00	100.00	99
224	12	86793	0.01	100.00	99
223	20	86781	0.02	99.98	99
221	26	86761	0.03	99.96	99
220	71	86735	0.08	99.93	99
219	58	86664	0.07	99.85	99
217	131	86606	0.15	99.78	99
216	85	86475	0.10	99.63	99
215	201	86390	0.23	99.53	99
214	113	86189	0.13	99.30	99
213	253	86076	0.29	99.17	99
212	132	85823	0.15	98.88	99
211	337	85691	0.39	98.73	99
210	159	85354	0.18	98.34	99
209	366	85195	0.42	98.16	99
208	605	84829	0.70	97.73	99
207	198	84224	0.23	97.04	99
206	520	84026	0.60	96.81	99
205	802	83506	0.92	96.21	98
204	574	82704	0.66	95.29	98
203	958	82130	1.10	94.63	98
202	341	81172	0.39	93.52	97
201	1056	80831	1.22	93.13	97
200	1033	79775	1.19	91.91	96
199	1117	78742	1.29	90.72	95
198	1209	77625	1.39	89.43	95
197	1210	76416	1.39	88.04	94
196	1367	75206	1.57	86.65	93
195	1401	73839	1.61	85.07	92
194	1415	72438	1.63	83.46	91
193	1476	71023	1.70	81.83	90
192	2046	69547	2.36	80.13	89
191	1573	67501	1.81	77.77	88
190	2133	65928	2.46	75.96	86
189	1646	63795	1.90	73.50	85
188	1728	62149	1.99	71.60	83
187	1832	60421	2.11	69.61	81
186	2595	58589	2.99	67.50	80
185	2567	55994	2.96	64.51	78
184	2058	53427	2.37	61.56	76
183	2688	51369	3.10	59.18	74
182	2131	48681	2.46	56.09	72
181	2127	46550	2.45	53.63	70
180	2213	44423	2.55	51.18	67
179	2285	42210	2.63	48.63	64
178	2317	39925	2.67	46.00	62
177	2250	37608	2.59	43.33	59
176	2338	35358	2.69	40.74	56
175	2327	33020	2.68	38.04	54
174	1584	30693	1.82	35.36	52
173	1533	29109	1.77	33.54	50

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 10. 2002-03 High School Comprehensive Test
Distribution of Scale Scores – Mathematics (continued)

NUMBER OF STUDENTS WITH VALID SCORES	86,795
MEAN	179.9
STANDARD DEVIATION	14.4
VARIANCE	207.4

HIGH SCORE	226
LOW SCORE	141

2003 STATE PERCENTILES	SCALE SCORE
90	198.94
75	190.11
50 (MEDIAN)	180.04
25	169.65
10	160.78

FREQUENCY DISTRIBUITON

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILE
172	1552	27576	1.79	31.77	47
171	2295	26024	2.64	29.98	43
170	2399	23729	2.76	27.34	40
168	2317	21330	2.67	24.58	36
167	2316	19013	2.67	21.91	33
166	758	16697	0.87	19.24	31
165	1569	15939	1.81	18.36	28
164	2199	14370	2.53	16.56	26
162	2082	12171	2.40	14.02	21
161	1948	10089	2.24	11.62	18
159	1722	8141	1.98	9.38	13
158	1111	6419	1.28	7.40	11
157	462	5308	0.53	6.12	10
156	1330	4846	1.53	5.58	8
155	1064	3516	1.23	4.05	6
154	582	2452	0.67	2.83	4
153	474	1870	0.55	2.15	3
152	507	1396	0.58	1.61	2
151	339	889	0.39	1.02	1
150	245	550	0.28	0.63	1
149	148	305	0.17	0.35	1
148	55	157	0.06	0.18	1
LESS THAN 148	102	102	0.12	0.12	1

Notes: Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Reading

State Mean	Mean Score*	2003 LEA Performance
	178.3	Raleigh Charter HS**
	...	
	175.9	Gray Stone Day**
	...	
	172.9	Woods Charter**
	...	
	172.3	Chapel Hill-Carrboro City
	...	
	170.9	Thomas Jefferson**
	...	
	169.9	Watauga
	...	
	169.3	River Mill Academy**
	169.1	Clay
	168.9	Transylvania
	168.7	Wake
	...	
	168.3	Dare
	168.1	Alleghany, Henderson, Shelby City
	167.9	Mount Airy City
	...	
	167.5	Burke, Mooresville City, Yancey
	167.3	Ashe, Asheville City, Buncombe, Elkin City, Macon, New Hanover, Orange, Polk, Union
	167.1	Camden, Kings Mountain City
	166.9	Cabarrus, Johnston, Roanoke Rapids City
	166.7	Alexander, Kestrel Heights**, Moore
	166.5	Craven
	166.3	Haywood, Swain
	166.1	Chatham, Cherokee, Mitchell, Onslow, Winston-Salem/Forsyth
	165.9	Asheboro City, Carteret, Charlotte/Mecklenburg
	165.7	Caldwell, Madison, Pitt
	165.5	Davidson, Durham, East Wake Academy**, Hickory City, Jackson, Lincoln
2003 State	165.3	Clinton City, Guilford, Surry
	165.1	Avery, Brunswick, Catawba, Gates, Granville, Iredell-Statesville, McDowell, Pender, Wilkes
1999,2000,2001 State	164.9	Davie, Graham, Lee, Pamlico
	164.7	Alamance-Burlington, Gaston, Jones, Rowan-Salisbury
	164.5	Currituck, Rockingham, Stanly
	164.3	Cumberland, Kannapolis City, Newton-Conover City, Thomasville City
	164.1	Cleveland, Harnett, Hyde
	163.9	Wayne
	163.7	Elizabeth City/Pasquotank, Laurinburg Homework**, Montgomery, Person, Randolph, Rutherford, Stokes, Whiteville City
	163.5	Alpha Academy**, Richmond
1998 State	163.3	Rocky Mount Prep Sch**
	163.1	Duplin, Edenton/Chowan
	162.9	Nash-Rocky Mount, Perquimans, Sampson, Scotland, Tyrrell
	162.7	Franklin, Greene
	162.5	Lenoir, Yadkin
	162.3	Beaufort
	162.1	Cape Lookout Marine**, Hoke
	161.9	Columbus, Crossnore Academy**, Wilson
	161.7	Lexington City
	161.5	Washington
	161.3	Warren
	161.1	Anson, Caswell, Edgecombe, Laurinburg Charter**, Martin, Northampton, Vance
	...	
	160.5	Robeson, Weldon City
	160.3	Bladen
	...	
	159.9	Halifax, New Century School**
	...	
	159.5	Bertie
	159.3	Community Partners High**
	159.1	Lincoln Charter**
	...	
	158.7	Hertford
	...	
	156.5	Provisions Academy**
	...	
	154.7	C.G. Woodson**
	...	
	152.5	Lakeside School**
	...	
	150.5	Wayne Co Tech Academy**
	...	
	146.9	Crossroads Charter**
	***	Grandfather Academy**, J.H. Baker Jr High**, Kennedy Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***Data are not reported where number tested is fewer than five.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2002-03 High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	2003 LEA Performance
	198.0	Raleigh Charter HS**
	...	
	195.5	Gray Stone Day**
	...	
	191.0	Chapel Hill-Carrboro City
	...	
	190.0	Thomas Jefferson**
	...	
	187.5	Watauga
	...	
	186.5	River Mill Academy**
	...	
	185.5	Polk, Transylvania
	185.0	Dare, Mount Airy City, Wake
	184.5	Buncombe, Clay
	...	
	183.5	Alleghany, Graham, Henderson, Kestrel Heights**, Union, Woods Charter**
	183.0	Ashe, Burke, Haywood, Johnston, New Hanover, Roanoke Rapids City
	182.5	Alexander, Mooresville City
	182.0	Cabarrus, Catawba, Laurinburg Homework**, Macon, Perquimans
	181.5	Asheville City, Avery, Elkin City, Lincoln, Moore, Orange, Pitt, Shelby City, Surry, Winston-Salem/Forsyth, Yancey
	181.0	Caldwell, Carteret, Gates, Iredell-Statesville, Madison, Mitchell, Newton Conover City, Onslow, Stanly
	180.5	Asheboro City, Chatham, Cherokee, Craven, Currituck, Davidson, Hickory City, Kings Mountain City, Pender, Wilkes
2003 State	180.0	Camden, Charlotte/Mecklenburg, Guilford, Jackson, Lee, McDowell, Swain
	179.5	Durham, Harnett, Hyde, Kannapolis City, Pamlico, Thomasville City
	179.0	Alamance-Burlington, Cleveland, Clinton City, Davie, Gaston, Stokes
2001 State	178.5	Brunswick, Edenton/Chowan, Lenoir, Randolph, Rocky Mount Prep Sch**, Rowan-Salisbury, Scotland, Wayne
	178.0	Granville, Rutherford, Tyrrell, Yadkin
2000 State	177.5	Beaufort, Franklin, Rockingham, Sampson, Wilson
	177.0	Person, Richmond
1999 State	176.5	Martin, Montgomery, Whiteville City
	176.0	Cumberland, Nash-Rocky Mount
	175.5	Duplin, Greene
	175.0	East Wake Academy**, Washington
1998 State	174.5	Columbus, Elizabeth City/Pasquotank, Hoke, Jones
	174.0	Edgecombe, Robeson, Vance, Weldon City
	173.5	Anson, Bladen, Lexington City, Lincoln Charter**, Warren
	...	
	172.5	Bertie, Caswell
	172.0	Northampton
	...	
	171.0	Hertford
	170.5	Cape Lookout Marine**, Halifax
	170.0	Community Partners High**
	169.5	Alpha Academy**
	169.0	Provisions Academy**
	168.5	New Century School**
	...	
	167.0	C.G. Woodson**
	...	
	165.5	Crossnore Academy**
	165.0	Wayne Co.Tech Academy**
	...	
	164.0	Laurinburg Charter**
	...	
	159.0	Lakeside School**
	...	
	158.0	Crossroads Charter**
	***	Grandfather Academy**, J.H. Baker Jr High**, Kennedy Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
***Data are not reported where number tested is fewer than five.
Data received from LEAs and charter schools after August 27, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

End-of-Course Multiple-Choice Results

Table 1. 1985-86 to 2002-03 End-of-Course Multiple-Choice Test Results
Statewide Summary

	1985-86		1986-87		1987-88		1988-89		1989-90		1990-91	
	Number Tested Average Core[2]	Participation Index[1]	Number Tested Average Core[2]	Participation Index[1]	Number Tested Average Core[2]	Participation Index[1]	Number Tested Average Core[2]	Participation Index[1]	Number Tested Average Core[2]	Participation Index[1]	Number Tested Average Core[2]	Participation Index[1]
Algebra I **1985-86**	63,330 37.7	67.8%	61,003 39.2	69.1%	59,723 39.2	70.5%	60,183 39.8	73.2%	59,085 40.6	72.3%	60,988 41.1	77.7%
Algebra II **1986-87**		Field Test	36,633 37.7	39.6%	36,414 36.2	39.0%	35,132 37.6	39.8%	35,310 37.4	41.7%	35,828 38.8	43.6%
Biology **1986-87**		Field Test	82,646 38.0	88.5%	77,154 39.0	87.5%	72,898 39.2	86.0%	72,329 40.4	87.9%	71,665 41.1	87.7%
Chemistry **1988-89**						Field Test	33,352 37.5	37.8%	32,801 38.5	38.7%	33,518 40.1	40.8%
ELPS **1990-91**										Field Test	76,593 41.7	97.6%
English I **1989-90**								Field Test	73,768 64.3	90.3%	72,023 66.2	91.8%
Geometry **1988-89**						Field Test	43,325 37.5	51.1%	43,654 38.4	53.1%	44,352 38.8	54.2%
Physical **Science** **1990-91**										Field Test	63,962 39.9	81.5%
Physics **1989-90**								Field Test	10,166 38.3	11.5%	9,711 39.4	11.5%
U.S. History **1987-88**				Field Test	72,824 39.9	78.0%	66,862 42.0	75.8%	64,519 42.2	76.2%	65,767 40.1	80.0%

Notes: [1] "Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

[2] Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 1. 1985-86 to 2002-03 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Number Tested Average Core[3]	Participation Index[1]	Number Tested Average Core[3]	Participation Index[1] Standard Deviation	Number Tested Average Core[3]	Participation Index[1] Standard Deviation	Number Tested Average Core[3]	Participation Index[1] Standard Deviation	Number Tested Average Core[3]	Participation Index[1] Standard Deviation	Number Tested Average Scale Score	Participation Index[1] Standard Deviation	Number Tested Average Scale Score	Participation Index[1] Standard Deviation
Algebra I[2] **1985-86**	66,424 40.4	81.2%	70,114 39.9	86.4% 9.6	69,162 55.1	N/A 9.1	80,370 54.7	94.0% 9.3	82,635 55.0	96.6% 9.7	83,777 55.6	95.0% 9.7	83,124 57.0	95.8% 9.7
Algebra II **1986-87**	37,221 38.2	45.5%	38,909 38.8	49.6%	42,497 37.6	51.9%	44,928 38.3	55.3%	▨	▨	▨	▨	▨	▨
Biology[2] **1986-87**	71,832 41.5	91.5%	75,748 40.0	92.6% 11.1	74,840 39.9	92.2% 10.6	62,480 55.5	N/A 8.7	77,420 55.5	90.5% 8.7	78,725 55.9	92.0% 8.9	78,804 56.2	91.8% 8.8
Chemistry **1988-89**	34,682 39.3	42.4%	35,738 40.1	45.1%	38,462 39.1	47.0%	39,289 40.6	48.4%	▨	▨	▨	▨	▨	▨
ELPS **1990-91**	79,313 42.8	96.9%	79,070 43.7	97.4% 11.5	81,290 43.4	97.0% 11.3	83,597 44.0	97.8% 11.7	82,577 43.4	96.5% 11.9	82,611 53.8	93.4% 9.3	77,348 54.8	89.5% 9.1
English I[2] **1989-90**	75,381 67.0	92.1%	76,183 66.7	93.8% 18.0	81,685 66.4	97.5% 17.7	67,748 53.1	N/A 8.9	85,411 53.1	99.8% 8.9	89,500 53.2	100.0% 8.9	88,307 53.6	100.0% 8.8
Geometry **1988-89**	46,623 39.1	59.4%	49,494 38.8	60.1%	53,932 38.6	66.4%	55,657 38.6	66.4%	▨	▨	▨	▨	▨	▨
Physical Science **1990-91**	66,137 41.1	80.0%	63,036 41.3	77.6%	65,777 40.2	78.5%	66,106 42.9	77.3%	▨	▨	▨	▨	▨	▨
Physics **1989-90**	10,075 39.4	12.2%	10,754 39.5	13.2%	10,803 39.7	13.8%	10,935 40.2	13.4%	▨	▨	▨	▨	▨	▨
U.S. History[2] **1987-88**	65,329 42.2	79.9%	63,034 42.3	80.0% 9.7	65,872 40.4	80.5% 10.5	53,160 56.2	N/A 8.3	65,725 56.3	78.4% 8.2	68,613 56.2	79.9% 8.2	68,341 56.3	80.7% 8.4

Notes: [1] "Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

[2] The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3] Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1st to June 30th accountability year. Algebra I was first scaled in 1993-94; U.S. History, English I, Biology in 1994-95; Physical Science in 1995-96; and ELPS in 1996-97. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not included in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program

Table 1. 1985-86 to 2002-03 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

	1998-99		1999-00		2000-01		2001-02		2002-03	
	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*	Number Tested	Percent Proficient*
	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I	87,404	65.4%	90,109	68.9%	93,000	76.0%	99,542	78.9%	107,032	78.6%
1985-86	58.0	9.6	59.5	10.5	61.1	9.3	62.5	9.8	62.5	9.8
Algebra II	48,956	59.0%	52,451	62.7%	54,902	73.0%	59,013	76.9%	61,447	78.8%
1986-87	60.0	10.9	61.1	11.0	63.8	9.9	65.2	10.2	65.8	10.2
Biology	76,872	57.7%	80,549	57.6%	82,026	61.0%	84,302	69.3%	87,043	61.0%
1986-87	56.0	8.5	56.1	8.5	56.8	8.5	57.9	7.6	56.6	7.8
Chemistry	41,261	60.5%	42,605	62.0%	43,702	65.5%	43,737	70.6%	42,636	74.2%
1988-89	57.8	8.8	58.1	8.7	58.9	8.7	60.0	8.2	60.9	8.2
ELPS	77,740	67.4%	78,992	67.3%	90,209	70.0%	95,817	69.5%	90,427	69.3%
1990-91	55.0	9.0	55.1	8.9	55.7	8.7	55.6	8.7	55.6	8.7
English I	89,679	64.6%	93,434	68.4%	94,707	68.3%	97,662	69.6%	99,573	81.6%
1989-90	54.5	8.7	55.4	8.6	55.4	8.6	55.7	8.4	57.7	7.6
Geometry	60,764	58.4%	64,572	60.0%	65,480	63.9%	69,139	66.3%	72,171	69.5%
1988-89	58.4	9.9	59.1	10.0	59.8	8.9	60.5	9.1	61.2	9.0
Physical Science	67,397	55.7%	67,066	57.1%	39,182	59.9%	39,783	61.5%	46,606	64.0%
1990-91	54.5	9.0	54.9	8.7	55.5	8.7	55.8	7.9	56.2	7.8
Physics	11,221	72.0%	11,429	72.9%	10,948	74.4%	11,551	84.4%	10,776	83.4%
1989-90	56.8	9.2	57.1	9.0	57.0	8.5	60.7	9.2	60.6	9.4
U.S. History	70,187	51.0%	70,930	46.9%	73,742	50.5%	77,527	50.1%	79,106	54.9%
1987-88	56.6	8.3	55.8	8.3	56.6	8.4	56.4	8.3	57.4	8.4

Notes: *Beginning with the data from 1998-99, "Percent Proficient" is reported instead of the "Participation Index."

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program

Table 2. 2001-02 to 2002-03 End-of-Course Multiple-Choice Test Results Comparison of Percent of Students At or Above Achievement Level III, by Ethnicity

	2002-03			Percent of Students At or Above Achievement Level III													
Course	Number Tested	Mean Scale Score	Standard Deviation	2001-02 State	2002-03 State	2001-02 American Indian	2002-03 American Indian	2001-02 Asian	2002-03 Asian	2001-02 Black	2002-03 Black	2001-02 Hispanic	2002-03 Hispanic	2001-02 Multi-Racial	2002-03 Multi-Racial	2001-02 White	2002-03 White
Algebra I	107,032	62.5	9.8	78.9	78.6	69.5	72.1	85.9	86.7	62.7	63.3	74.2	72.4	81.3	79.6	86.6	86.4
Algebra II	61,447	65.8	10.2	76.9	78.8	69.8	70.0	85.0	85.3	57.7	61.5	71.4	75.2	78.0	79.0	83.1	84.8
Biology	87,043	56.6	7.8	69.3	61.0	58.5	47.5	74.4	68.3	45.2	36.0	55.9	46.3	77.1	66.1	80.3	73.2
Chemistry	42,636	60.9	8.2	70.6	74.2	60.1	66.6	76.0	78.9	48.1	52.4	62.0	65.2	68.2	73.2	77.4	80.8
Economic, Legal, and Political Systems	90,427	55.6	8.7	69.5	69.3	52.3	59.5	70.5	70.9	48.1	48.2	55.7	53.2	73.7	74.7	80.5	80.5
English I	99,573	57.7	7.6	69.6	81.6	50.5	67.1	74.3	85.7	51.4	69.0	52.6	64.4	73.7	85.1	79.4	88.8
Geometry	72,171	61.2	9.0	66.3	69.5	51.0	57.9	74.8	77.7	37.4	41.7	57.3	62.3	66.4	68.9	77.9	81.2
Physical Science	46,606	56.2	7.8	61.5	64.0	51.4	53.9	67.4	68.9	41.4	44.7	53.1	53.3	63.3	63.2	72.4	74.3
Physics	10,776	60.6	9.4	84.4	83.4	67.6	69.7	84.5	86.4	62.9	60.6	81.8	76.3	80.6	89.1	88.2	87.4
U.S. History	79,106	57.4	8.4	50.1	54.9	38.0	43.7	55.7	63.6	27.7	32.6	39.9	45.2	54.4	59.1	59.7	64.5

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 2002-03 End-of-Course Multiple-Choice Tests Achievement Level Ranges, by Course

Course	Level I	Level II	Level III	Level IV
Algebra I	31-44	45-54	55-65	66-96
Algebra II	33-45	46-57	58-68	69-102
Biology	28-46	47-54	55-64	65-85
Chemistry	31-47	48-55	56-64	65-90
Economic, Legal, & Political Systems	21-42	43-51	52-60	61-89
English I	29-42	43-51	52-60	61-80
Geometry	32-45	46-56	57-66	67-93
Physical Science	30-43	44-53	54-63	64-86
Physics	23-42	43-51	52-62	63-91
U.S. History	25-47	48-56	57-64	65-90

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students by Achievement Level, by Course and Ethnicity

Achievement Level	Ethnicity	Algebra I		Algebra II		Biology		Chemistry		Economic, Legal, & Political Systems	
		N	%	N	%	N	%	N	%	N	%
Achievement Level I	American Indian	41	3.3	11	1.8	175	15.7	35	9.0	102	10.7
	Asian	46	2.0	18	1.1	135	7.3	66	5.1	150	7.5
	Black	1,669	5.2	525	3.6	5,352	21.4	1,241	13.9	4,089	15.3
	Hispanic	157	3.5	32	1.9	617	19.2	80	8.4	580	15.3
	Multi-Racial	42	3.0	11	1.5	72	7.1	19	4.2	69	5.9
	White	962	1.5	407	1.0	2,728	5.0	1,019	3.3	2,044	3.7
Achievement Level II	American Indian	305	24.6	173	28.2	409	36.8	95	24.4	282	29.7
	Asian	264	11.3	226	13.6	451	24.4	209	16.1	430	21.6
	Black	10,150	31.5	5,114	34.9	10,672	42.6	2,998	33.7	9,776	36.5
	Hispanic	1,084	24.1	384	22.9	1,111	34.5	250	26.4	1,190	31.5
	Multi-Racial	247	17.4	139	19.5	270	26.8	102	22.6	225	19.4
	White	7,945	12.2	6,006	14.3	11,989	21.9	4,876	15.9	8,808	15.8
Achievement Level III	American Indian	577	46.5	270	44.0	473	42.5	178	45.8	379	39.9
	Asian	805	34.6	491	29.5	789	42.7	402	30.9	679	34.1
	Black	15,063	46.8	6,401	43.7	8,092	32.3	3,373	37.9	9,624	35.9
	Hispanic	2,066	46.0	760	45.4	1,244	38.6	364	38.4	1,348	35.7
	Multi-Racial	601	42.4	284	39.8	508	50.3	184	40.8	503	43.3
	White	24,678	37.8	15,844	37.6	28,623	52.2	12,523	40.9	22,468	40.3
Achievement Level IV	American Indian	318	25.6	160	26.1	55	4.9	81	20.8	186	19.6
	Asian	1,214	52.1	930	55.9	474	25.6	625	48.0	734	36.8
	Black	5,331	16.5	2,621	17.9	909	3.6	1,297	14.6	3,286	12.3
	Hispanic	1,182	26.3	499	29.8	247	7.7	254	26.8	662	17.5
	Multi-Racial	529	37.3	280	39.2	159	15.8	146	32.4	365	31.4
	White	31,751	48.6	19,860	47.2	11,489	21.0	12,219	39.9	22,447	40.3
Percent At or Above Level III*	American Indian	895	72.1	430	70.0	528	47.5	259	66.6	565	59.5
	Asian	2,019	86.7	1,421	85.3	1,263	68.3	1,027	78.9	1,413	70.9
	Black	20,394	63.3	9,022	61.5	9,001	36.0	4,670	52.4	12,910	48.2
	Hispanic	3,248	72.4	1,259	75.2	1,491	46.3	618	65.2	2,010	53.2
	Multi-Racial	1,130	79.6	564	79.0	667	66.1	330	73.2	868	74.7
	White	56,429	86.4	35,704	84.8	40,112	73.2	24,742	80.8	44,915	80.5

	Ethnicity	Algebra I		Algebra II		Biology		Chemistry		Economic, Legal, & Political Systems	
		N	%	N	%	N	%	N	%	N	%
State Results	American Indian	1,241	1.2	614	1.0	1,112	1.3	389	0.9	949	1.0
	Asian	2,329	2.2	1,665	2.7	1,849	2.1	1,302	3.1	1,993	2.2
	Black	32,213	30.1	14,661	23.9	25,025	28.8	8,909	20.9	26,775	29.6
	Hispanic	4,489	4.2	1,675	2.7	3,219	3.7	948	2.2	3,780	4.2
	Multi-Racial	1,419	1.3	714	1.2	1,009	1.2	451	1.1	1,162	1.3
	White	65,336	61.0	42,117	68.5	54,829	63.0	30,637	71.9	55,767	61.7
	Other	5	0.0	0	0.0	0	0.0	0	0.0	1	0.0
	Not Coded	0	0.0	1	0.0	0	0.0	0	0.0	0	0.0
	Total	**107,032**		**61,447**		**87,043**		**42,636**		**90,427**	

Notes: *"Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, some ethnicity categories in some subjects may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

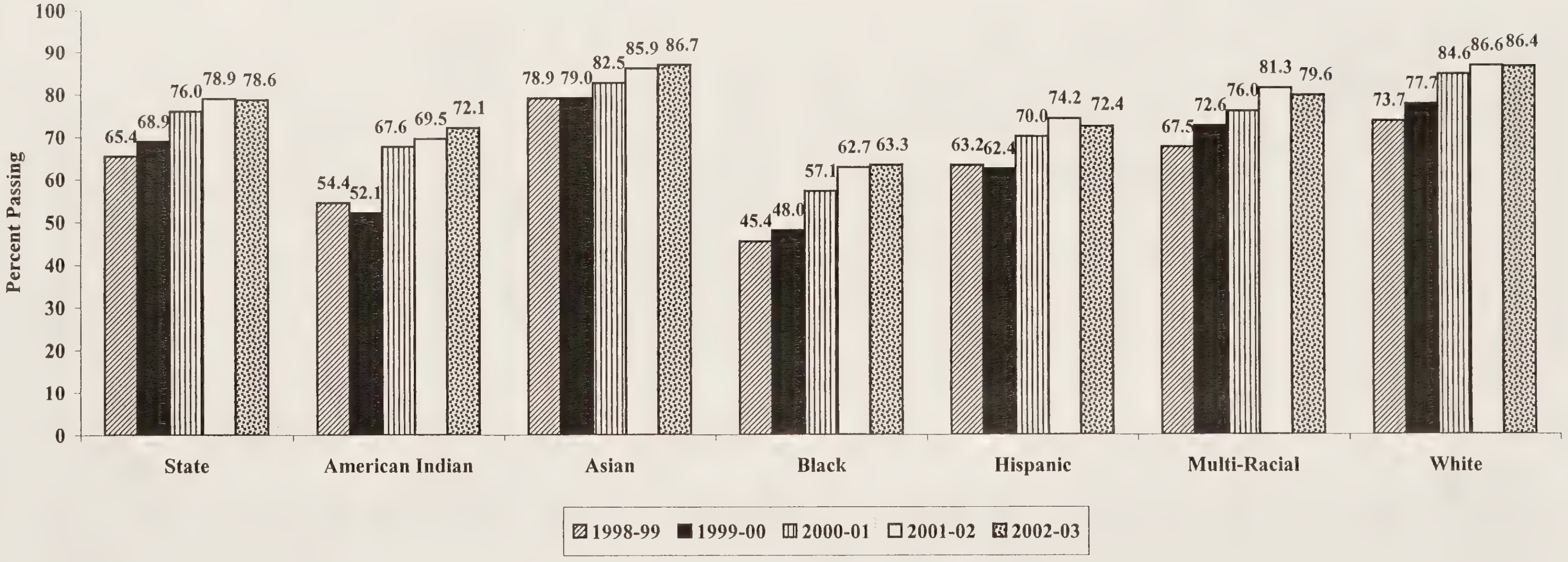
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students by Achievement Level, by Course and Ethnicity (continued)

Achievement Level	Ethnicity	English I		Geometry		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%
Achievement Level I	American Indian	122	9.0	43	5.6	40	6.6	4	6.1	178	18.0
	Asian	64	3.4	59	3.1	27	3.8	15	2.8	194	10.8
	Black	1,937	6.7	1,774	9.2	1,373	9.6	145	10.0	5,298	24.6
	Hispanic	442	10.6	114	4.9	134	7.6	9	4.3	444	18.1
	Multi-Racial	29	2.3	32	3.4	27	4.5	3	3.0	72	9.1
	White	1,558	2.5	755	1.6	864	3.0	134	1.6	3,894	7.6
Achievement Level II	American Indian	324	23.9	280	36.5	240	39.5	16	24.2	379	38.3
	Asian	206	10.9	369	19.2	192	27.3	57	10.8	461	25.6
	Black	7,106	24.4	9,530	49.2	6,514	45.7	424	29.4	9,238	42.8
	Hispanic	1,041	25.0	766	32.8	690	39.1	40	19.3	898	36.7
	Multi-Racial	155	12.5	258	27.7	194	32.3	8	7.9	250	31.7
	White	5,357	8.7	8,054	17.2	6,499	22.7	932	11.1	14,398	28.0
Achievement Level III	American Indian	649	47.9	322	41.9	271	44.6	28	42.4	325	32.9
	Asian	778	41.2	694	36.2	337	47.9	184	34.8	627	34.9
	Black	15,325	52.6	6,586	34.0	5,574	39.1	654	45.3	5,554	25.7
	Hispanic	1,826	43.8	1,060	45.4	759	43.0	95	45.9	821	33.5
	Multi-Racial	562	45.4	385	41.3	269	44.8	51	50.5	299	37.9
	White	24,333	39.4	21,008	44.9	14,414	50.3	3,519	41.7	19,899	38.6
Achievement Level IV	American Indian	259	19.1	123	16.0	57	9.4	18	27.3	107	10.8
	Asian	842	44.6	795	41.5	148	21.0	273	51.6	516	28.7
	Black	4,757	16.3	1,495	7.7	800	5.6	220	15.2	1,489	6.9
	Hispanic	860	20.6	393	16.8	182	10.3	63	30.4	285	11.6
	Multi-Racial	491	39.7	258	27.7	110	18.3	39	38.6	167	21.2
	White	30,550	49.4	17,015	36.3	6,891	24.0	3,845	45.6	13,312	25.8
Percent At or Above Level III*	American Indian	908	67.1	445	57.9	328	53.9	46	69.7	432	43.7
	Asian	1,620	85.7	1,489	77.7	485	68.9	457	86.4	1,143	63.6
	Black	20,082	69.0	8,081	41.7	6,374	44.7	874	60.6	7,043	32.6
	Hispanic	2,686	64.4	1,453	62.3	941	53.3	158	76.3	1,106	45.2
	Multi-Racial	1,053	85.1	643	68.9	379	63.2	90	89.1	466	59.1
	White	54,883	88.8	38,023	81.2	21,305	74.3	7,364	87.4	33,211	64.5
State Results		**English I**		**Geometry**		**Physical Science**		**Physics**		**U.S. History**	
	Ethnicity	N	%	N	%	N	%	N	%	N	%
	American Indian	1,354	1.4	768	1.1	608	1.3	66	0.6	989	1.3
	Asian	1,890	1.9	1,917	2.7	704	1.5	529	4.9	1,798	2.3
	Black	29,125	29.2	19,385	26.9	14,261	30.6	1,443	13.4	21,579	27.3
	Hispanic	4,169	4.2	2,333	3.2	1,765	3.8	207	1.9	2,448	3.1
	Multi-Racial	1,237	1.2	933	1.3	600	1.3	101	0.9	788	1.0
	White	61,798	62.1	46,832	64.9	28,668	61.5	8,430	78.2	51,503	65.1
	Other	0	0.0	3	0.0	0	0.0	0	0.0	1	0.0
	Not Coded	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Total	**99,573**		**72,171**		**46,606**		**10,776**		**79,106**	

Notes: *"Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.
Due to rounding, some ethnicity categories in some subjects may not sum to 100.0 percent.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Algebra I,
by Ethnicity



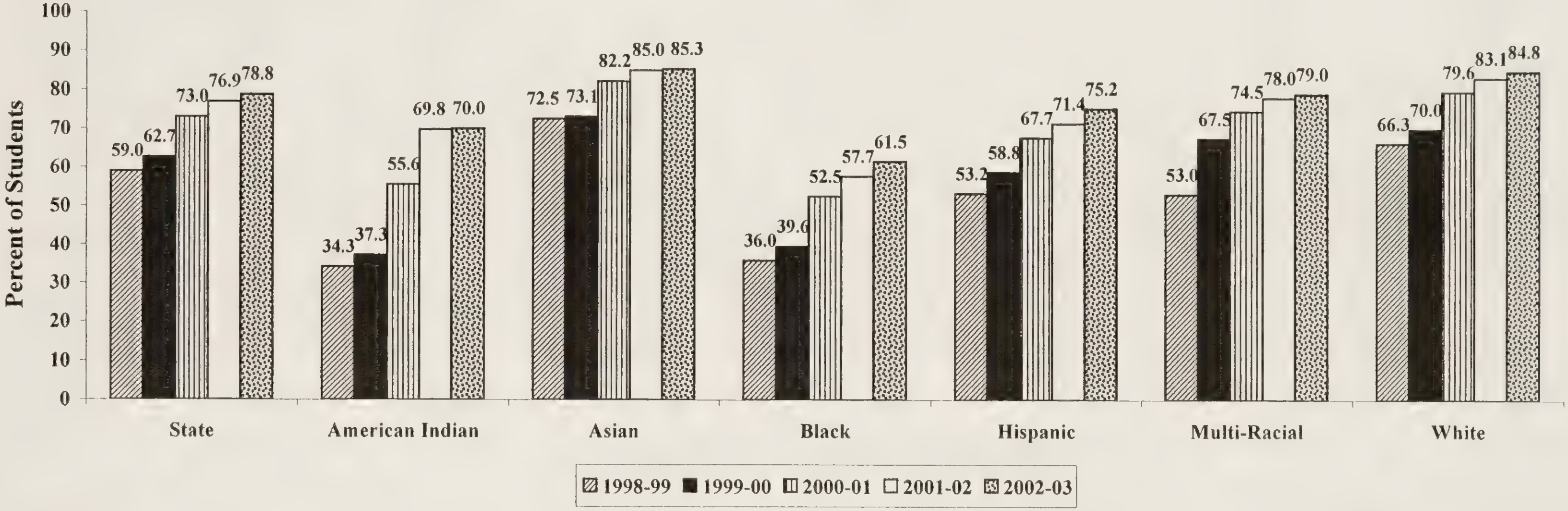
1998-99							
N Tested	87,404	1,076	1,783	24,598	1,713	530	57,601
N Level III, IV	57,124	585	1,407	11,164	1,082	358	42,468
1999-00							
N Tested	90,109	1,224	1,755	24,656	2,094	649	59,667
N Level III, IV	62,085	638	1,386	11,835	1,307	471	46,361
2000-01							
N Tested	93,000	1,202	1,898	26,384	2,558	888	60,007
N Level III, IV	70,699	813	1,565	15,053	1,790	675	50,763
2001-02							
N Tested	99,542	1,292	2,081	28,925	3,285	1,128	62,787
N Level III, IV	78,549	898	1,788	18,129	2,437	917	54,348
2002-03							
N Tested	107,032	1,241	2,329	32,213	4,489	1,419	65,336
N Level III, IV	84,118	895	2,019	20,394	3,248	1,130	56,429

Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 2. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Algebra II,
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	48,956	563	1,202	11,028	744	283	35,060
N Level III, IV	28,881	193	872	3,972	396	150	23,255
1999-00							
N Tested	52,451	536	1,292	11,896	894	335	37,461
N Level III, IV	32,887	200	944	4,711	526	226	26,223
2000-01							
N Tested	54,902	581	1,482	12,469	1,054	420	38,865
N Level III, IV	40,053	323	1,218	6,547	714	313	30,917
2001-02							
N Tested	59,013	566	1,543	13,598	1,299	563	41,415
N Level III, IV	45,364	395	1,312	7,846	927	439	34,422
2002-03							
N Tested	61,447	614	1,665	14,661	1,675	714	42,117
N Level III, IV	48,400	430	1,421	9,022	1,259	564	35,704

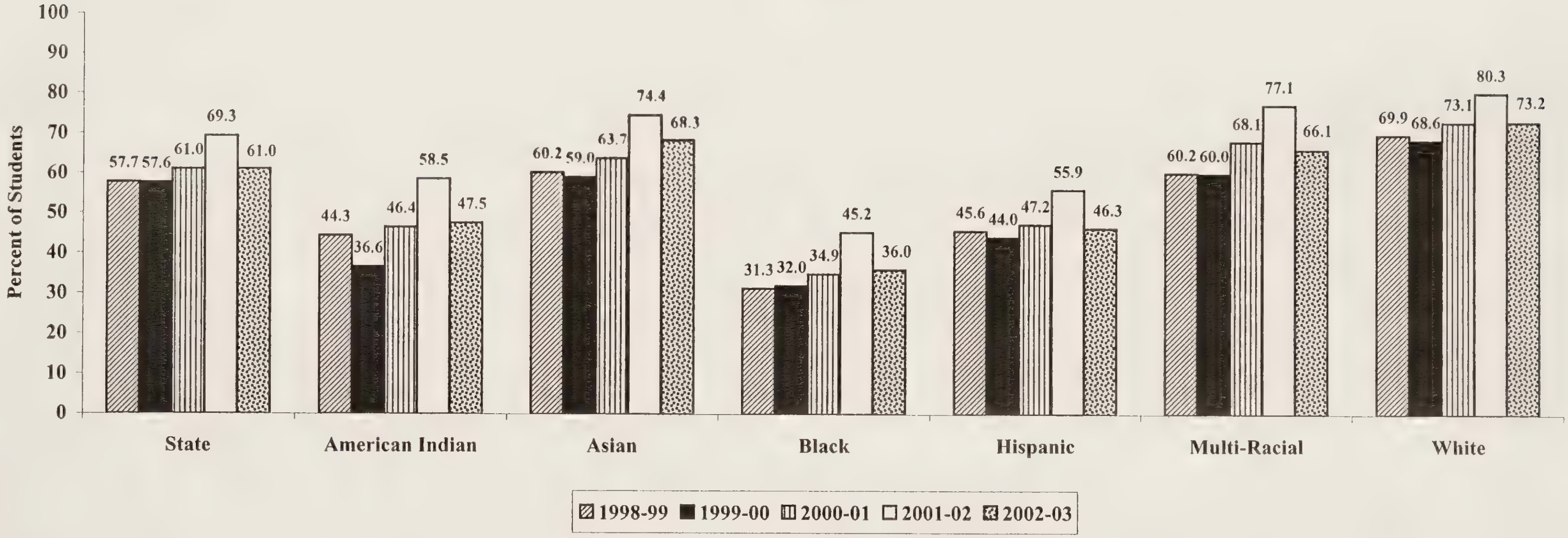
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 3. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students At or Above Level III in Biology, by Ethnicity



1998-99							
N Tested	76,872	920	1,456	22,240	1,450	415	50,315
N Level III, IV	44,355	408	877	6,952	661	250	35,162
1999-00							
N Tested	80,549	1,091	1,669	21,514	1,758	555	53,931
N Level III, IV	46,396	399	985	6,884	774	333	36,997
2000-01							
N Tested	82,026	999	1,769	23,277	2,150	715	53,069
N Level III, IV	50,013	463	1,127	8,119	1,015	487	38,789
2001-02							
N Tested	84,302	1,006	1,826	23,779	2,497	808	54,353
N Level III, IV	58,412	589	1,359	10,756	1,397	623	43,669
2002-03							
N Tested	87,043	1,112	1,849	25,025	3,219	1,009	54,829
N Level III, IV	53,062	528	1,263	9,001	1,491	667	40,112

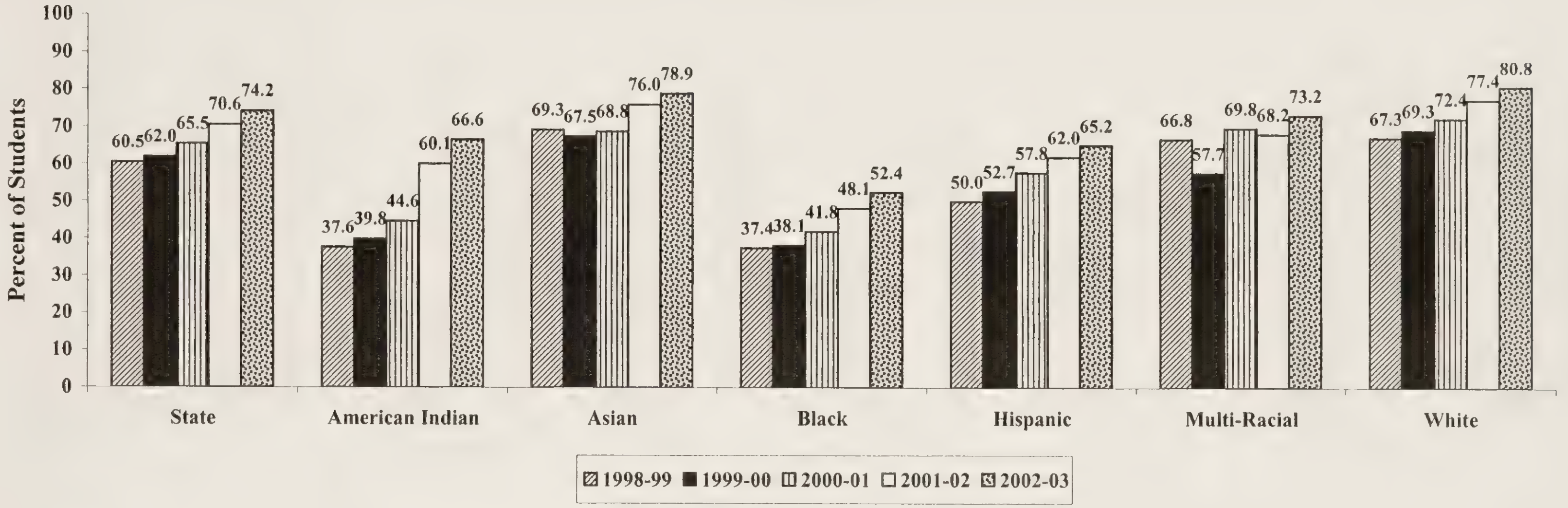
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 4. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Chemistry,
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	41,261	476	1,087	8,656	572	202	30,205
N Level III, IV	24,943	179	753	3,236	286	135	20,321
1999-00							
N Tested	42,605	384	1,139	9,070	634	239	31,114
N Level III, IV	26,415	153	769	3,456	334	138	21,562
2000-01							
N Tested	43,702	446	1,243	8,922	767	338	31,966
N Level III, IV	28,609	199	855	3,731	443	236	23,135
2001-02							
N Tested	43,737	351	1,274	9,269	900	403	31,522
N Level III, IV	30,873	211	968	4,458	558	275	24,390
2002-03							
N Tested	42,636	389	1,302	8,909	948	451	30,637
N Level III, IV	31,646	259	1,027	4,670	618	330	24,742

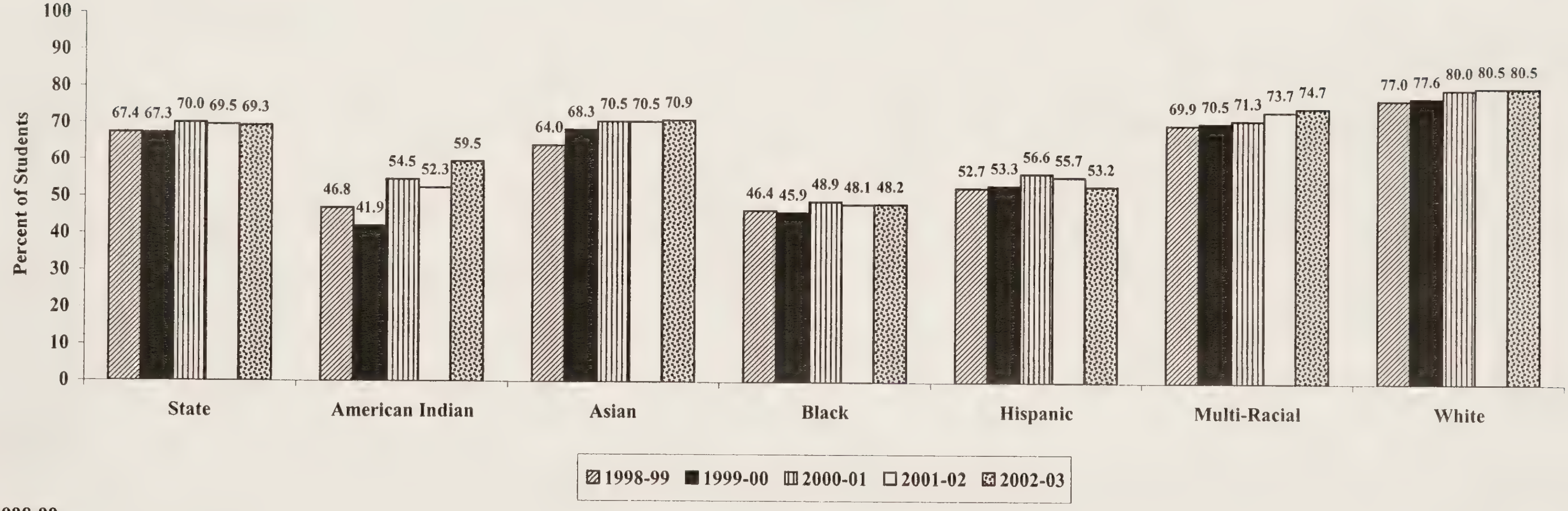
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 5. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Economic, Legal, and Political Systems, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	77,740	1,180	1,679	21,311	1,650	515	51,398
N Level III, IV	52,380	494	1,074	9,894	870	360	39,589
1999-00							
N Tested	78,992	1,060	1,753	22,070	1,953	627	51,362
N Level III, IV	53,162	496	1,197	10,130	1,041	442	39,857
2000-01							
N Tested	90,209	1,095	1,881	25,370	2,400	784	58,636
N Level III, IV	63,185	597	1,326	12,406	1,358	559	46,916
2001-02							
N Tested	95,817	1,370	2,050	27,983	3,091	1,018	60,252
N Level III, IV	66,624	716	1,445	13,448	1,722	750	48,506
2002-03							
N Tested	90,427	949	1,993	26,775	3,780	1,162	55,767
N Level III, IV	62,681	565	1,413	12,910	2,010	868	44,915

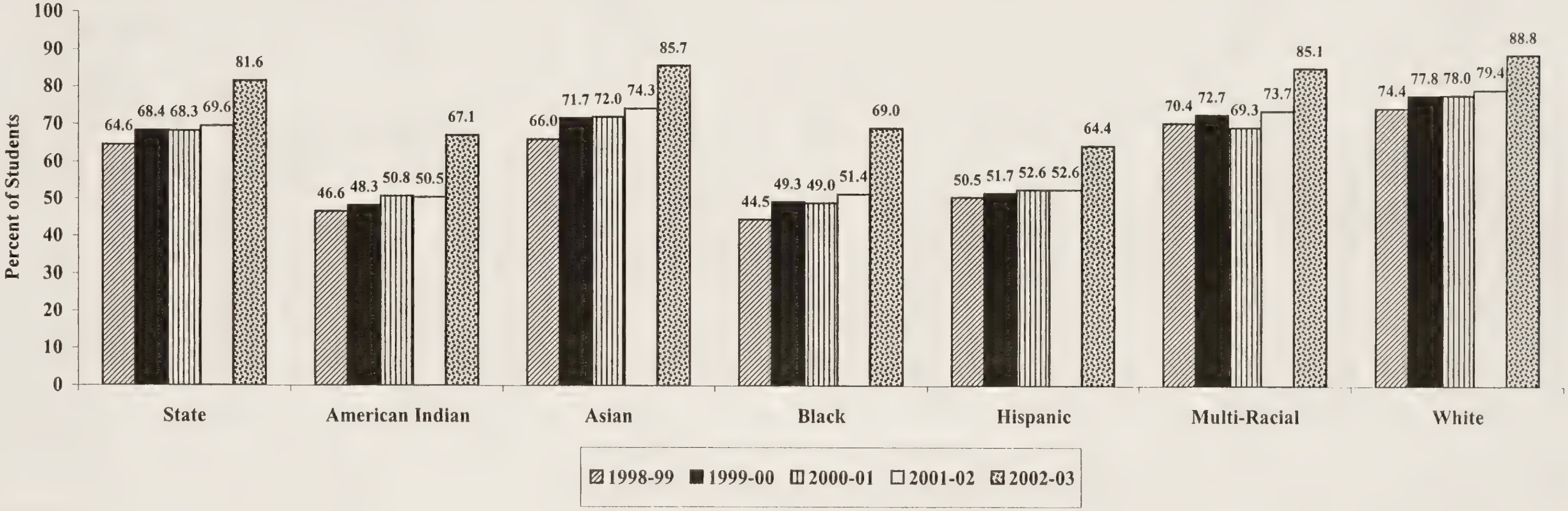
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 6. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students At or Above Level III in English I, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	89,679	1,394	1,564	26,141	1,880	584	58,046
N Level III, IV	57,892	649	1,032	11,626	949	411	43,189
1999-00							
N Tested	93,434	1,371	1,672	26,873	2,347	714	60,426
N Level III, IV	63,909	662	1,199	13,204	1,213	519	47,011
2000-01							
N Tested	94,707	1,395	1,786	27,232	2,771	861	60,625
N Level III, IV	64,686	709	1,286	13,336	1,485	597	47,286
2001-02							
N Tested	97,662	1,456	1,801	28,658	3,445	1,110	61,142
N Level III, IV	67,991	736	1,339	14,743	1,812	818	48,517
2002-03							
N Tested	99,573	1,354	1,890	29,125	4,169	1,237	61,798
N Level III, IV	81,232	908	1,620	20,082	2,686	1,053	54,883

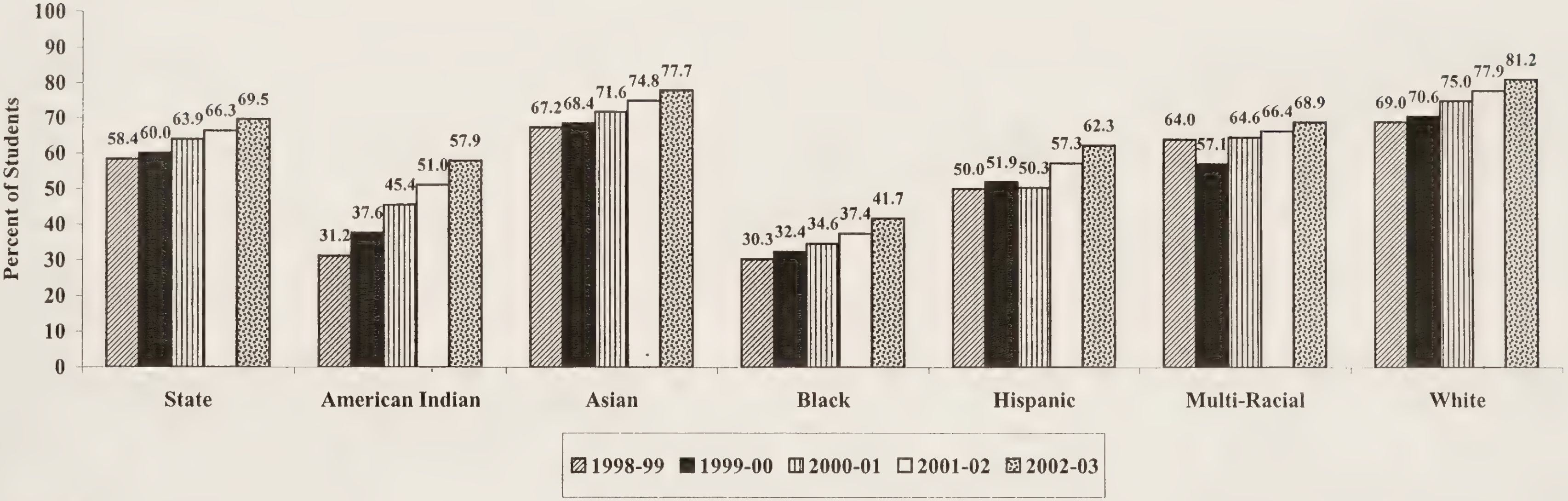
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

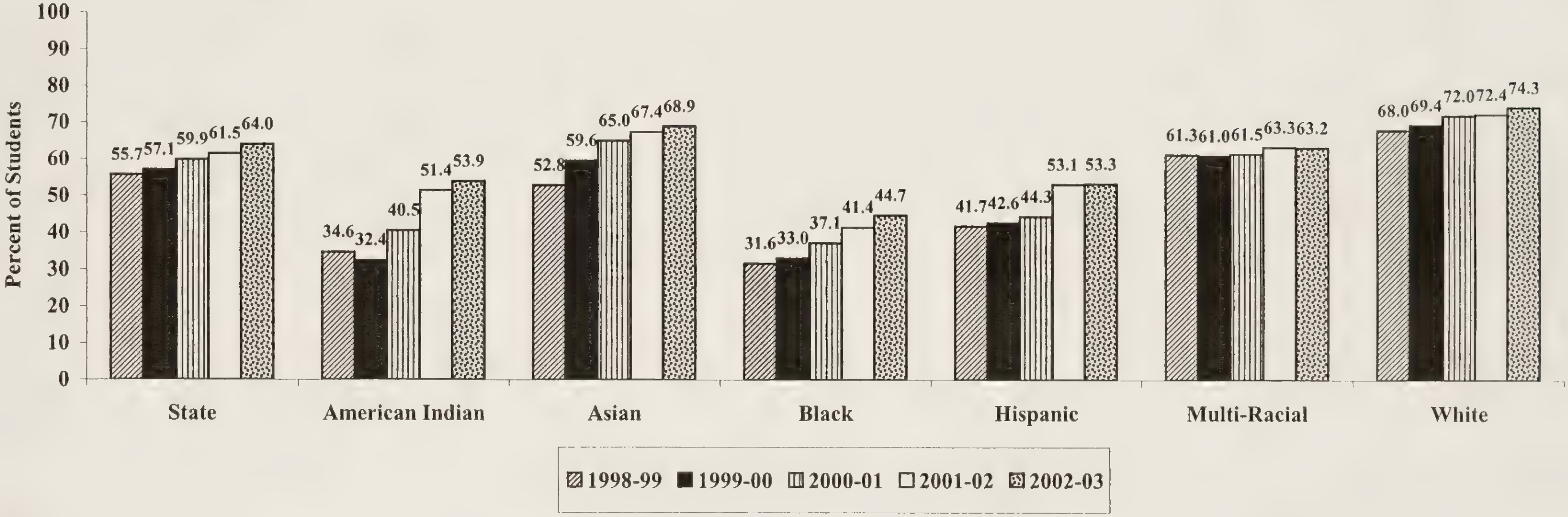
Figure 7. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students At or Above Level III in Geometry, by Ethnicity



1998-99							
N Tested	60,764	696	1,303	15,209	1,003	339	42,131
N Level III, IV	35,508	217	875	4,602	501	217	29,050
1999-00							
N Tested	64,572	742	1,614	16,333	1,223	438	44,180
N Level III, IV	38,743	279	1,104	5,292	635	250	31,191
2000-01							
N Tested	65,480	746	1,512	16,176	1,478	525	45,011
N Level III, IV	41,870	339	1,082	5,593	744	339	33,760
2001-02							
N Tested	69,139	749	1,700	17,918	1,853	703	46,192
N Level III, IV	45,871	382	1,272	6,698	1,062	467	35,979
2002-03							
N Tested	72,171	768	1,917	19,385	2,333	933	46,832
N Level III, IV	50,136	445	1,489	8,081	1,453	643	38,023

Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.
Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.
Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 8. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Students At or Above Level III in Physical Science, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	67,397	962	1,130	20,300	1,509	455	42,967
N Level III, IV	37,522	333	597	6,417	630	279	29,229
1999-00							
N Tested	67,066	1,130	1,115	19,926	1,733	485	42,655
N Level III, IV	38,294	366	665	6,576	738	296	29,603
2000-01							
N Tested	39,182	425	622	11,987	1,148	348	24,620
N Level III, IV	23,481	172	404	4,448	509	214	17,723
2001-02							
N Tested	39,783	547	592	12,618	1,305	403	24,293
N Level III, IV	24,458	281	399	5,227	693	255	17,593
2002-03							
N Tested	46,606	608	704	14,261	1,765	600	28,668
N Level III, IV	29,812	328	485	6,374	941	379	21,305

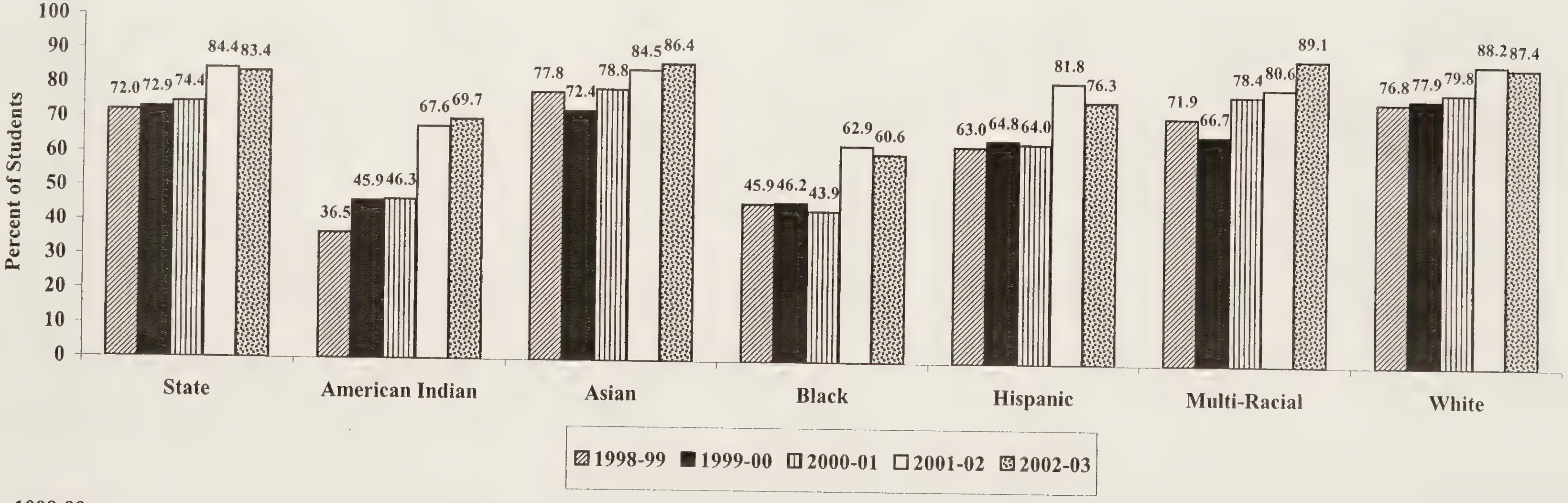
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 9. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in Physics,
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	11,221	96	504	1,564	138	64	8,845
N Level III, IV	8,079	35	392	718	87	46	6,792
1999-00							
N Tested	11,429	61	537	1,582	145	75	9,011
N Level III, IV	8,332	28	389	732	94	50	7,020
2000-01							
N Tested	10,948	82	529	1,482	178	74	8,595
N Level III, IV	8,140	38	417	651	114	58	6,857
2001-02							
N Tested	11,551	68	569	1,493	187	103	9,122
N Level III, IV	9,752	46	481	939	153	83	8,042
2002-03							
N Tested	10,776	66	529	1,443	207	101	8,430
N Level III, IV	8,989	46	457	874	158	90	7,364

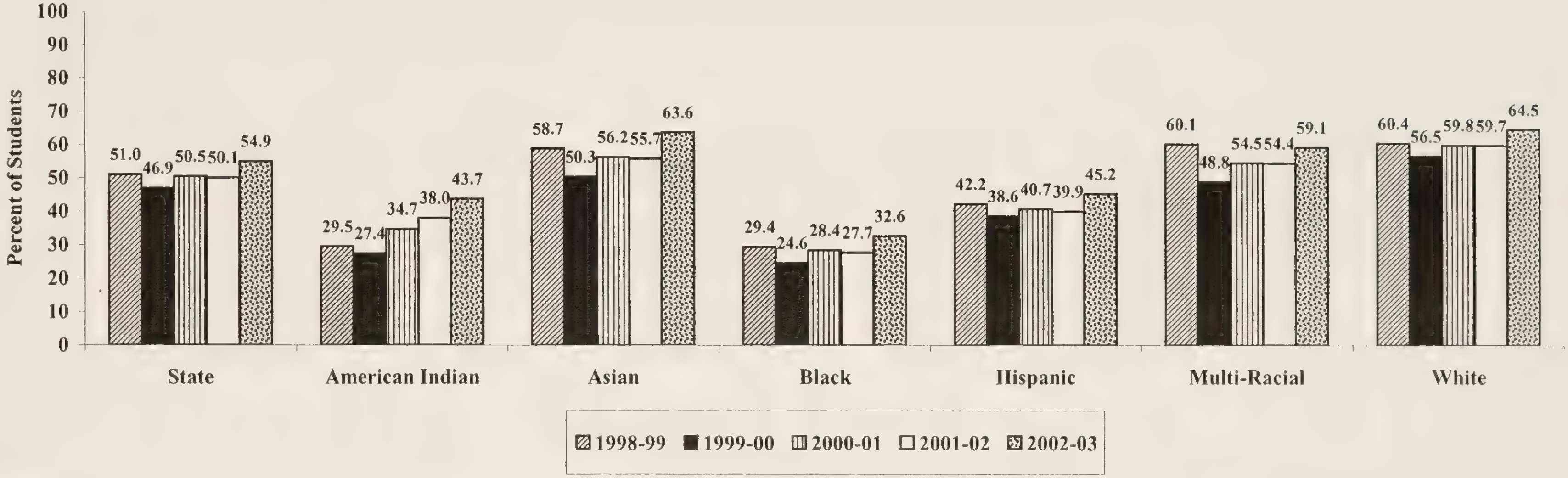
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 10. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III in U.S. History,
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	70,187	882	1,432	19,530	1,184	351	46,721
N Level III, IV	35,799	260	841	5,737	500	211	28,205
1999-00							
N Tested	70,930	873	1,436	19,491	1,315	389	47,351
N Level III, IV	33,266	239	722	4,795	508	190	26,753
2000-01							
N Tested	73,742	901	1,587	19,859	1,617	554	49,161
N Level III, IV	37,241	313	892	5,632	658	302	29,416
2001-02							
N Tested	77,527	840	1,629	21,168	2,036	695	51,106
N Level III, IV	38,831	319	908	5,861	813	378	30,525
2002-03							
N Tested	79,106	989	1,798	21,579	2,448	788	51,503
N Level III, IV	43,402	432	1,143	7,043	1,106	466	33,211

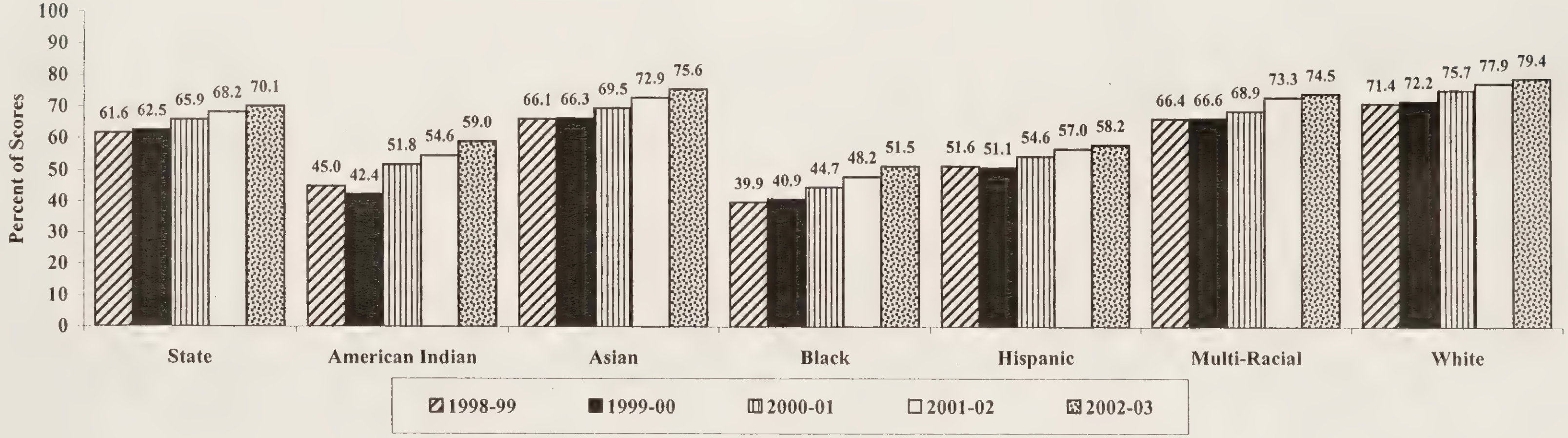
Notes: "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets therefore, some students are reported in the state data only.

Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 11. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	401,882	5,332	7,914	113,820	7,877	2,395	264,081
N Level III, IV	247,550	2,398	5,231	45,373	4,062	1,590	188,613
1999-00							
N Tested	414,014	5,739	8,285	114,064	9,467	2,394	272,737
N Level III, IV	258,711	2,433	5,489	46,898	4,841	1,955	196,965
2000-01							
N Tested	433,684	5,592	8,921	122,122	11,496	3,802	281,498
N Level III, IV	258,824	2,895	6,196	54,546	6,279	2,620	213,170
2001-02							
N Tested	454,850	5,964	9,387	130,513	14,354	4,759	289,640
N Level III, IV	310,407	3,258	6,839	62,937	8,181	3,486	225,565
2002-03							
N Tested	463,181	5,645	9,859	134,717	18,105	5,615	289,233
N Level III, IV	324,495	3,328	7,458	69,430	10,541	4,184	229,550

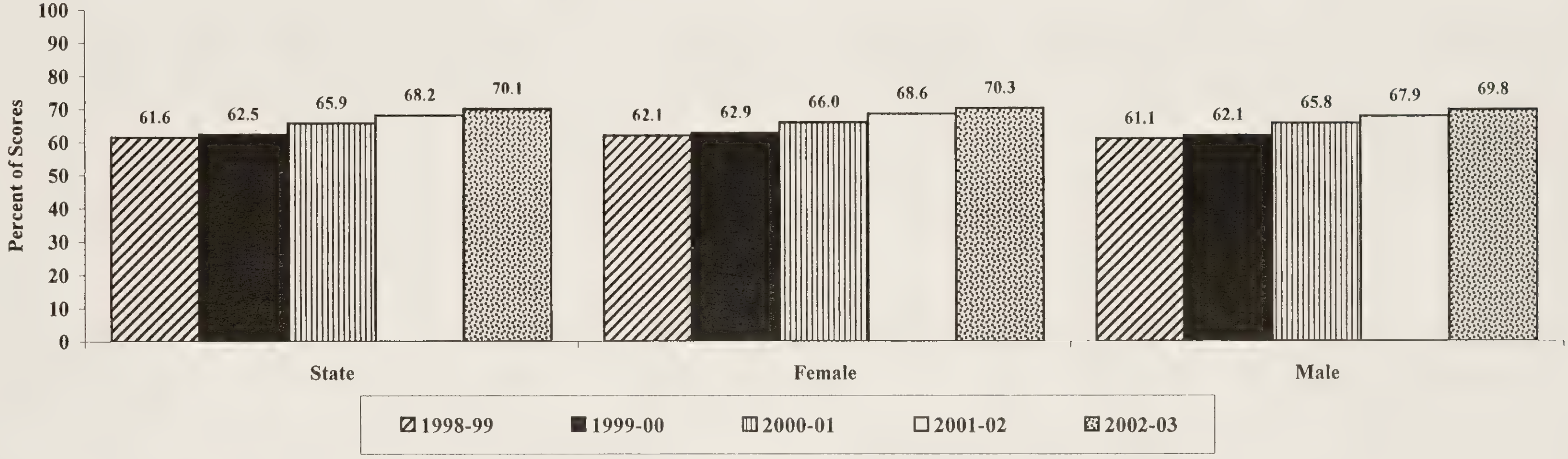
Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.

"N Tested" and "N Level III, IV" for ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because ethnicity was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 12. 1998-99 to 2002-03 End-of-Course Multiple-Choice Test Results Percent of Scores At or Above Level III Across the Five Core Courses* (Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), by Gender



1998-99			
N Tested	401,882	202,411	199,424
N Level III, IV	247,550	125,726	121,802
1999-00			
N Tested	414,014	208,027	205,981
N Level III, IV	258,711	130,880	127,830
2000-01			
N Tested	433,684	217,877	215,802
N Level III, IV	285,824	143,822	142,001
2001-02			
N Tested	454,850	229,790	225,056
N Level III, IV	310,407	157,596	152,809
2002-03			
N Tested	463,181	233,323	229,856
N Level III, IV	324,495	163,969	160,525

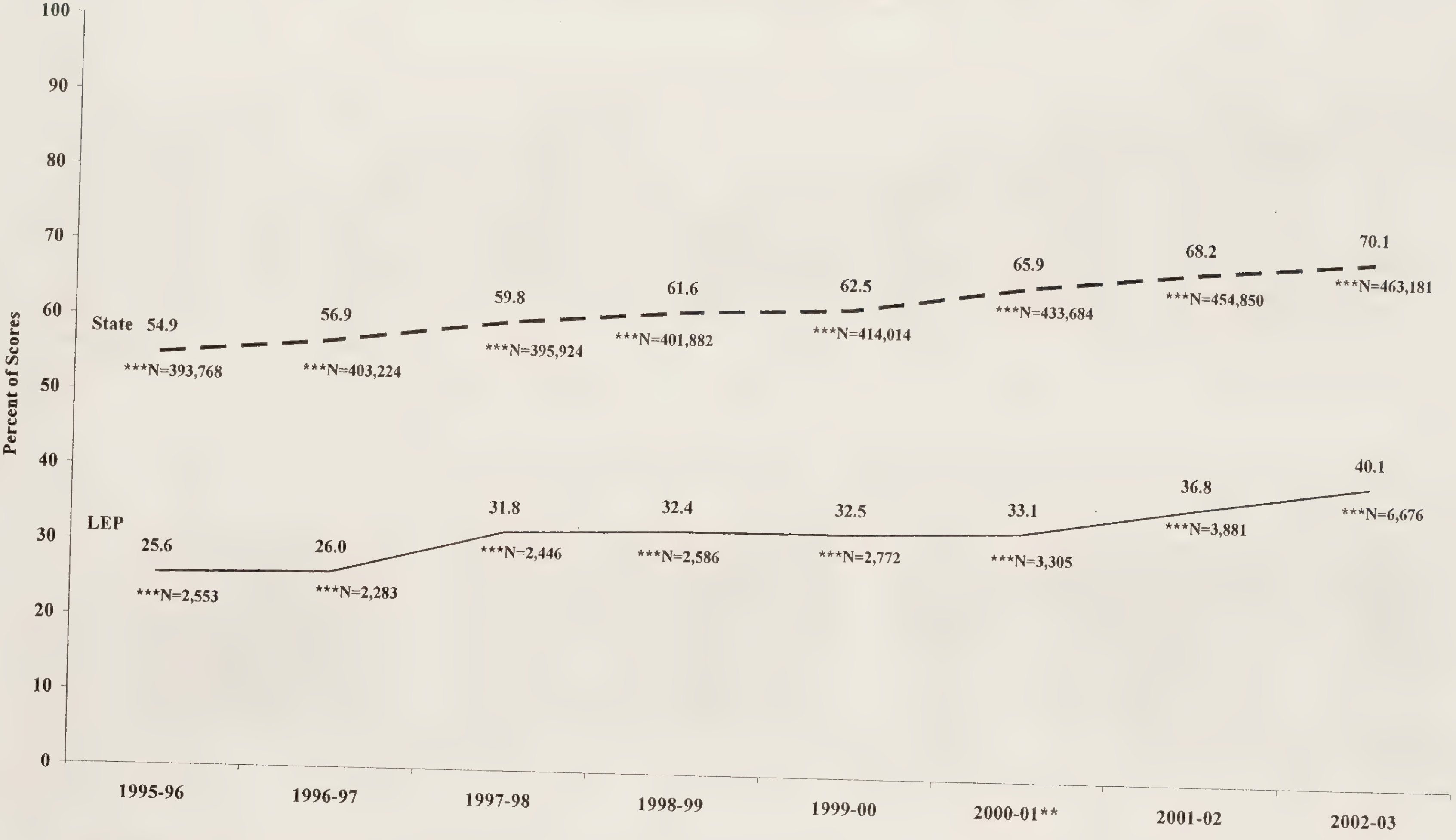
Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.

"N Tested" and "N Level III, IV" for gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because gender was not coded on some student answer sheets, therefore, some students are reported in the state data only.

Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 13. 1995-96 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Scores At or Above Achievement Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History),
for Limited English Proficient Students



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99. The data for 1994-95 and 1995-96 used scale scores for four of the five core courses (Algebra I, Biology, English I, and U.S. History). Data for all five core courses are presented beginning in 1996-97.
**The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
***N counts equal the number of students tested across the five core courses.
Data received from LEAs and charter schools after September 10, 2003 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5a. 1999-00 to 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender
(Algebra I, Algebra II, and Geometry)

Level	Gender	1999-00 Algebra I		2000-01 Algebra I		2001-02 Algebra I		2002-03 Algebra I		1999-00 Algebra II		2000-01 Algebra II		2001-02 Algebra II		2002-03 Algebra II		1999-00 Geometry		2000-01 Geometry		2001-02 Geometry		2002-03 Geometry	
		N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%
Achievement Level I	Male	4,708	10.5	1,621	3.5	1,579	3.2	1,707	3.2	2,175	9.1	666	2.6	595	2.2	514	1.8	2,733	9.1	1,368	4.5	1,307	4.0	1,288	3.8
	Female	3,436	7.6	1,330	2.8	1,113	2.2	1,210	2.2	2,560	9.0	708	2.4	599	1.9	490	1.5	3,490	10.1	1,709	4.9	1,687	4.6	1,489	3.9
Achievement Level II	Male	9,904	22.1	10,051	21.8	9,591	19.6	10,727	20.2	6,616	27.7	6,044	23.8	5,582	20.5	5,467	19.4	8,506	28.3	8,510	27.8	8,391	26.0	7,910	23.6
	Female	10,012	22.1	9,299	19.8	8,710	17.2	9,269	17.2	8,238	28.8	7,430	25.1	6,873	21.6	6,576	19.8	11,084	32.1	12,023	34.5	11,883	32.3	11,348	29.4
Achievement Level III	Male	16,953	37.8	19,736	42.8	19,236	39.4	20,827	39.2	8,391	35.2	9,832	38.8	10,126	37.2	10,579	37.4	11,029	36.6	13,114	42.8	13,655	42.3	14,097	42.0
	Female	18,017	39.8	21,714	46.3	21,799	43.0	22,965	42.6	10,464	36.6	12,310	41.7	12,906	40.6	13,470	40.6	12,492	36.2	14,445	41.5	15,097	41.0	15,960	41.4
Achievement Level IV	Male	13,269	29.6	14,709	31.9	18,435	37.7	19,846	37.4	6,667	28.0	8,813	34.8	10,912	40.1	11,690	41.4	7,825	26.0	7,663	25.0	8,946	27.7	10,286	30.6
	Female	13,809	30.5	14,540	31.0	19,079	37.6	20,479	38.0	7,339	25.7	9,098	30.8	11,420	35.9	12,660	38.1	7,412	21.5	6,648	19.1	8,173	22.2	9,793	25.4
Percent At or Above Level III[2]	Male	30,222	67.4	34,445	74.7	37,671	77.1	40,673	76.6	15,058	63.1	18,645	73.5	21,038	77.3	22,269	78.8	18,854	62.7	20,777	67.8	22,601	70.0	24,383	72.6
	Female	31,826	70.3	36,254	77.3	40,878	80.6	43,444	80.6	17,803	62.2	21,408	72.5	24,326	76.5	26,130	78.7	19,904	57.7	21,093	60.6	23,270	63.2	25,753	66.7
		N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%
State Results	Male	44,834	49.8	46,117	49.6	48,841	49.1	53,107	49.6	23,849	45.5	25,355	46.2	27,215	46.1	28,250	46.0	30,093	46.6	30,655	46.8	32,299	46.7	33,581	46.5
	Female	45,274	50.2	46,883	50.4	50,701	50.9	53,923	50.4	28,601	54.5	29,546	53.8	31,798	53.9	33,196	54.0	34,478	53.4	34,825	53.2	36,840	53.3	38,590	53.5

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5b. 2002-03 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level,
by Course and Gender
(Biology; Chemistry; Economic, Legal, and Political Systems;
English I; Physical Science; Physics; and U.S. History)

Level	Gender	Biology		Chemistry		Economic, Legal, and Political Systems		English I		Physical Science		Physics		U.S. History	
		N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%
Achievement Level I	Male	4,780	11.1	1,070	5.7	3,848	8.6	3,003	6.0	1,339	5.7	117	1.9	4,540	11.7
	Female	4,299	9.8	1,390	5.8	3,186	7.0	1,149	2.3	1,126	4.9	193	4.1	5,540	13.7
Achievement Level II	Male	11,274	26.2	3,315	17.6	9,454	21.0	8,513	17.0	6,703	28.3	682	11.2	11,485	29.6
	Female	13,628	30.9	5,215	21.9	11,258	24.7	5,676	11.5	7,626	33.2	795	17.0	14,139	35.1
Achievement Level III	Male	19,456	45.3	7,145	37.9	16,620	37.0	22,006	44.0	10,795	45.6	2,397	39.2	13,771	35.5
	Female	20,273	46.0	9,879	41.5	18,381	40.4	21,467	43.3	10,829	47.2	2,134	45.7	13,755	34.1
Achievement Level IV	Male	7,476	17.4	7,324	38.8	15,014	33.4	16,515	33.0	4,824	20.4	2,914	47.7	8,994	23.2
	Female	5,857	13.3	7,298	30.7	12,666	27.8	21,244	42.9	3,364	14.7	1,544	33.1	6,882	17.1
Percent At or Above Level III[2]	Male	26,932	62.7	14,469	76.7	31,634	70.4	38,521	77.0	15,619	66.0	5,311	86.9	22,765	58.7
	Female	26,130	59.3	17,177	72.2	31,047	68.2	42,711	86.2	14,193	61.9	3,678	78.8	20,637	51.2
		N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%	N[1]	%
State Results	Male	42,986	49.4	18,854	44.2	44,936	49.7	50,037	50.3	23,661	50.8	6,110	56.7	38,790	49.0
	Female	44,057	50.6	23,782	55.8	45,491	50.3	49,536	49.7	22,945	49.2	4,666	43.3	40,316	51.0

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 End-of-Course Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, by Course

Course	Category	Number Tested[1]	Percent[2]	At or Above Level III	Mean Scale Score
Algebra I	**All Students**	107,032	100.0	78.6	62.5
	Not Exceptional	81,736	76.4	77.8	61.2
	Academicially Intellectually Gifted	15,402	14.4	99.0	73.7
	AIG Reading	11,961	11.2	99.2	74.0
	AIG Mathematics	12,184	11.4	99.3	74.1
	Students with IEPs	8,859	8.3	52.0	55.5
	All Students with Disabilities	9,954	9.3	53.9	56.0
	Behaviorally Emotionally Disabled	606	0.6	34.5	52.0
	Hearing Impaired	119	0.1	61.3	57.7
	Educable Mentally Disabled	627	0.6	18.7	49.1
	Specific Learning Disabled	5,893	5.5	56.0	56.1
	Learning Disabled-Reading	3,370	3.1	54.1	55.8
	Learning Disabled-Math	2,212	2.1	41.9	53.6
	Learning Disabled-Written Expression	4,125	3.9	57.0	56.3
	Learning Disabled-Other	92	0.1	52.2	56.0
	Speech-Language Impaired	88	0.1	72.7	59.8
	Visually Impaired	47	0.0	57.4	58.1
	Other Health Impaired	1,342	1.3	54.8	56.3
	Orthopedically Impaired	40	0.0	67.5	58.8
	Traumatic Brain Injured	32	0.0	50.0	54.9
	Autistic	58	0.1	72.4	63.8
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	4	0.0	*	*
	Deaf-Blind	2	0.0	*	*
	Trainable Mentally Disabled	1	0.0	*	*
	Section 504	1,095	1.0	68.9	59.7
	Not Coded	13	0.0	*	*
	Limited English Proficient	1,678	1.6	65.3	58.3
	Not Served by Title I	102,371	95.6	78.7	62.5
	Schoolwide Title I Program	4,085	3.8	77.8	63.0
	Targeted Assistance	404	0.4	51.0	54.8
	Migrant	169	0.2	75.1	60.1
Algebra II	**All Students**	61,447	100.0	78.8	65.8
	Not Exceptional	48,256	78.5	75.2	64.0
	Academicially Intellectually Gifted	11,067	18.0	97.0	74.5
	AIG Reading	7,068	11.5	97.7	75.0
	AIG Mathematics	7,890	12.8	97.9	75.3
	Students with IEPs	1,694	2.8	64.7	61.4
	All Students with Disabilities	2,183	3.6	66.1	61.9
	Behaviorally Emotionally Disabled	56	0.1	50.0	58.1
	Hearing Impaired	36	0.1	80.6	63.8
	Educable Mentally Disabled	14	0.0	*	*
	Specific Learning Disabled	1,260	2.1	64.5	61.0
	Learning Disabled-Reading	624	1.0	62.5	61.0
	Learning Disabled-Math	365	0.6	53.7	58.8
	Learning Disabled-Written Expression	861	1.4	65.5	61.3
	Learning Disabled-Other	35	0.1	74.3	63.2
	Speech-Language Impaired	17	0.0	*	*
	Visually Impaired	17	0.0	*	*
	Other Health Impaired	247	0.4	66.8	63.0
	Orthopedically Impaired	8	0.0	*	*
	Traumatic Brain Injured	16	0.0	*	*
	Autistic	22	0.0	*	*
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	1	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	0	0.0	*	*
	Section 504	489	0.8	71.2	63.6
	Not Coded	6	0.0	*	*
	Limited English Proficient	455	0.7	69.0	63.1
	Not Served by Title I	60,652	98.7	79.0	65.8
	Schoolwide Title I Program	535	0.9	55.0	59.3
	Targeted Assistance	214	0.3	68.2	61.3
	Migrant	46	0.1	78.3	64.7

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 End-of-Course Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Biology	**All Students**	87,043	100.0	61.0	56.6
	Not Exceptional	68,644	78.9	58.7	56.0
	Academicially Intellectually Gifted	10,618	12.2	96.6	64.8
	AIG Reading	7,091	8.1	97.4	65.2
	AIG Mathematics	7,247	8.3	97.4	65.2
	Students with IEPs	6,944	8.0	31.2	50.9
	All Students with Disabilities	7,810	9.0	32.8	51.3
	Behaviorally Emotionally Disabled	480	0.6	23.1	48.7
	Hearing Impaired	80	0.1	27.5	51.3
	Educable Mentally Disabled	511	0.6	3.7	44.5
	Specific Learning Disabled	4,616	5.3	33.8	51.5
	Learning Disabled-Reading	2,639	3.0	29.0	50.8
	Learning Disabled-Math	1,606	1.8	27.5	50.3
	Learning Disabled-Written Expression	3,177	3.6	33.8	51.5
	Learning Disabled-Other	121	0.1	24.0	50.6
	Speech-Language Impaired	74	0.1	33.8	51.4
	Visually Impaired	46	0.1	60.9	55.3
	Other Health Impaired	1,019	1.2	33.9	51.8
	Orthopedically Impaired	28	0.0	*	*
	Traumatic Brain Injured	37	0.0	32.4	51.4
	Autistic	49	0.1	61.2	57.8
	Severely/Profoundly Mentally Disabled	1	0.0	*	*
	Multihandicapped	3	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	0	0.0	*	*
	Section 504	866	1.0	45.8	54.0
	Not Coded	11	0.0	*	*
	Limited English Proficient	1,140	1.3	25.7	50.2
	Not Served by Title I	85,811	98.6	61.4	56.7
	Schoolwide Title I Program	836	1.0	26.3	50.4
	Targeted Assistance	290	0.3	36.6	52.2
	Migrant	115	0.1	31.3	51.4
Chemistry	**All Students**	42,636	100.0	74.2	60.9
	Not Exceptional	32,076	75.2	69.1	59.4
	Academicially Intellectually Gifted	9,483	22.2	92.9	66.3
	AIG Reading	6,338	14.9	94.6	66.9
	AIG Math	6,449	15.1	94.6	67.0
	Students with IEPs	811	1.9	60.2	57.9
	All Students with Disabilities	1,126	2.6	63.1	58.4
	Behaviorally Emotionally Disabled	16	0.0	*	*
	Hearing Impaired	20	0.0	*	*
	Educable Mentally Disabled	8	0.0	*	*
	Specific Learning Disabled	617	1.4	58.5	57.3
	Learning Disabled-Reading	319	0.7	56.4	57.4
	Learning Disabled-Math	166	0.4	57.8	57.2
	Learning Disabled-Written Expression	416	1.0	57.0	57.3
	Learning Disabled-Other	16	0.0	*	*
	Speech-Language Impaired	5	0.0	*	*
	Visually Impaired	8	0.0	*	*
	Other Health Impaired	116	0.3	69.0	60.1
	Orthopedically Impaired	4	0.0	*	*
	Traumatic Brain Injured	6	0.0	*	*
	Autistic	10	0.0	*	*
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	0	0.0	*	*
	Deaf-Blind	1	0.0	*	*
	Trainable Mentally Disabled	0	0.0	*	*
	Section 504	315	0.7	70.8	59.6
	Not Coded	0	0.0	*	*
	Limited English Proficient	198	0.5	55.6	57.9
	Not Served by Title I	42,187	98.9	74.5	61.0
	Schoolwide Title I Program	334	0.8	49.4	55.1
	Targeted Assistance	99	0.2	58.6	56.2
	Migrant	19	0.0	*	*

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 End-of-Course Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Economic, Legal, & Political Systems	**All Students**	90,427	100.0	69.3	55.6
	Not Exceptional	71,635	79.2	68.9	55.1
	Academicially Intellectually Gifted	10,171	11.2	98.4	64.5
	AIG Reading	6,588	7.3	98.6	65.0
	AIG Mathematics	6,569	7.3	98.6	64.7
	Students with IEPs	7,766	8.6	37.1	48.6
	All Students with Disabilities	8,644	9.6	39.0	49.0
	Behaviorally Emotionally Disabled	653	0.7	25.3	45.6
	Hearing Impaired	88	0.1	33.0	47.9
	Educable Mentally Disabled	589	0.7	8.0	42.0
	Specific Learning Disabled	5,138	5.7	40.2	49.4
	Learning Disabled-Reading	3,152	3.5	35.6	48.4
	Learning Disabled-Math	1,842	2.0	34.4	48.1
	Learning Disabled-Written Expression	3,545	3.9	40.0	49.3
	Learning Disabled-Other	114	0.1	36.8	49.4
	Speech-Language Impaired	83	0.1	34.9	48.5
	Visually Impaired	38	0.0	76.3	57.0
	Other Health Impaired	1,072	1.2	41.9	49.8
	Orthopedically Impaired	32	0.0	78.1	56.1
	Traumatic Brain Injured	28	0.0	*	*
	Autistic	42	0.0	71.4	56.9
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	2	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	1	0.0	*	*
	Section 504	878	1.0	55.4	52.5
	Not Coded	14	0.0	*	*
	Limited English Proficient	1,405	1.6	31.2	47.4
	Not Served by Title I	88,873	98.3	69.7	55.7
	Schoolwide Title I Program	909	1.0	49.6	51.0
	Targeted Assistance	502	0.6	43.4	50.7
	Migrant	146	0.2	39.7	49.5
English I	**All Students**	99,573	100.0	81.6	57.7
	Not Exceptional	76,433	76.8	83.9	57.5
	Academicially Intellectually Gifted	12,156	12.2	99.8	66.2
	AIG Reading	8,310	8.3	99.9	66.6
	AIG Mathematics	7,549	7.6	99.8	66.4
	Students with IEPs	9,925	10.0	43.1	49.8
	All Students with Disabilities	11,019	11.1	45.4	50.2
	Behaviorally Emotionally Disabled	965	1.0	36.8	48.2
	Hearing Impaired	120	0.1	45.0	51.1
	Educable Mentally Disabled	641	0.6	8.9	44.4
	Specific Learning Disabled	6,437	6.5	44.4	49.9
	Learning Disabled-Reading	4,104	4.1	36.9	48.7
	Learning Disabled-Math	2,150	2.2	37.9	48.9
	Learning Disabled-Written Expression	4,767	4.8	42.8	49.6
	Learning Disabled-Other	170	0.2	46.5	50.4
	Speech-Language Impaired	100	0.1	46.0	50.5
	Visually Impaired	46	0.0	73.9	55.3
	Other Health Impaired	1,500	1.5	53.1	51.5
	Orthopedically Impaired	35	0.0	68.6	55.3
	Traumatic Brain Injured	24	0.0	*	*
	Autistic	54	0.1	81.5	57.6
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	3	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	0	0.0	*	*
	Section 504	1,094	1.1	65.7	54.1
	Not Coded	10	0.0	*	*
	Limited English Proficient	1,574	1.6	38.8	49.0
	Not Served by Title I	97,625	98.0	81.9	57.8
	Schoolwide Title I Program	1,387	1.4	65.6	53.4
	Targeted Assistance	366	0.4	63.9	53.9
	Migrant	203	0.2	48.3	49.9

Notes: [1] "Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 End-of-Course Multiple-Choice Test Results
Performance of Academicially Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Geometry	**All Students**	72,171	100.0	69.5	61.2
	Not Exceptional	57,153	79.2	64.6	59.6
	Academicially Intellectually Gifted	11,905	16.5	97.1	70.0
	AIG Reading	7,837	10.9	97.6	70.4
	AIG Mathematics	8,696	12.0	98.0	70.6
	Students with IEPs	2,619	3.6	50.9	56.7
	All Students with Disabilities	3,152	4.4	53.0	57.1
	Behaviorally Emotionally Disabled	107	0.1	40.2	53.7
	Hearing Impaired	46	0.1	45.7	54.5
	Educable Mentally Disabled	40	0.1	2.5	46.7
	Specific Learning Disabled	1,887	2.6	50.9	56.9
	Learning Disabled-Reading	935	1.3	49.3	56.5
	Learning Disabled-Math	601	0.8	40.6	54.7
	Learning Disabled-Written Expression	1,275	1.8	51.5	57.1
	Learning Disabled-Other	45	0.1	48.9	56.9
	Speech-Language Impaired	29	0.0	*	*
	Visually Impaired	22	0.0	*	*
	Other Health Impaired	438	0.6	57.5	57.7
	Orthopedically Impaired	10	0.0	*	*
	Traumatic Brain Injured	12	0.0	*	*
	Autistic	27	0.0	*	*
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	1	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	0	0.0	*	*
	Section 504	533	0.7	63.4	59.2
	Not Coded	8	0.0	*	*
	Limited English Proficient	688	1.0	56.7	58.4
	Not Served by Title I	71,151	98.6	69.9	61.3
	Schoolwide Title I Program	774	1.1	37.5	54.1
	Targeted Assistance	177	0.2	52.0	57.1
	Migrant	70	0.1	71.4	60.7
Physical Science	**All Students**	46,606	100.0	64.0	56.2
	Not Exceptional	38,288	82.2	64.3	56.0
	Academicially Intellectually Gifted	3,359	7.2	97.6	65.7
	AIG Reading	2,220	4.8	97.9	66.0
	AIG Mathematics	2,224	4.8	97.8	66.1
	Students with IEPs	4,479	9.6	37.7	51.2
	All Students with Disabilities	4,975	10.7	39.2	51.5
	Behaviorally Emotionally Disabled	302	0.6	29.5	49.3
	Hearing Impaired	65	0.1	41.5	51.9
	Educable Mentally Disabled	322	0.7	6.8	45.4
	Specific Learning Disabled	3,068	6.6	40.9	51.8
	Learning Disabled-Reading	1,746	3.7	36.9	51.3
	Learning Disabled-Math	1,054	2.3	32.5	50.4
	Learning Disabled-Written Expression	2,133	4.6	40.8	51.9
	Learning Disabled-Other	60	0.1	31.7	51.5
	Speech-Language Impaired	35	0.1	45.7	52.8
	Visually Impaired	19	0.0	*	*
	Other Health Impaired	598	1.3	40.0	51.5
	Orthopedically Impaired	17	0.0	*	*
	Traumatic Brain Injured	29	0.1	*	*
	Autistic	21	0.0	*	*
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	2	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	1	0.0	*	*
	Section 504	496	1.1	53.0	54.1
	Not Coded	3	0.0	*	*
	Limited English Proficient	586	1.3	39.4	51.8
	Not Served by Title I	45,696	98.0	64.4	56.3
	Schoolwide Title I Program	752	1.6	39.2	51.7
	Targeted Assistance	96	0.2	66.7	55.9
	Migrant	69	0.1	46.4	52.4

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 6. 2002-03 End-of-Course Multiple-Choice Test Results
Performance of Academically Intellectually Gifted, Exceptional, Limited English Proficient, and Title I Students, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Physics	**All Students**	10,776	100.0	83.4	60.6
	Not Exceptional	7,199	66.8	79.0	58.8
	Academically Intellectually Gifted	3,380	31.4	93.2	64.5
	AIG Reading	2,073	19.2	94.3	64.9
	AIG Mathematics	2,086	19.4	94.4	65.0
	Students with IEPs	155	1.4	77.4	59.1
	All Students with Disabilities	205	1.9	77.1	59.4
	Behaviorally Emotionally Disabled	5	0.0	*	*
	Hearing Impaired	5	0.0	*	*
	Educable Mentally Disabled	0	0.0	*	*
	Specific Learning Disabled	107	1.0	79.4	59.2
	Learning Disabled-Reading	61	0.6	83.6	60.8
	Learning Disabled-Math	34	0.3	76.5	61.0
	Learning Disabled-Written Expression	72	0.7	79.2	59.3
	Learning Disabled-Other	3	0.0	*	*
	Speech-Language Impaired	1	0.0	*	*
	Visually Impaired	6	0.1	*	*
	Other Health Impaired	25	0.2	*	*
	Orthopedically Impaired	3	0.0	*	*
	Traumatic Brain Injured	0	0.0	*	*
	Autistic	3	0.0	*	*
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	0	0.0	*	*
	Deaf-Blind	0	0.0	*	*
	Trainable Mentally Disabled	0	0.0	*	*
	Section 504	50	0.5	76.0	60.2
	Not Coded	0	0.0	*	*
	Limited English Proficient	46	0.4	76.1	58.9
	Not Served by Title I	10,675	99.1	83.9	60.7
	Schoolwide Title I Program	96	0.9	29.2	48.8
	Targeted Assistance	0	0.0	*	*
	Migrant	6	0.1	*	*
U. S. History	**All Students**	79,106	100.0	54.9	57.4
	Not Exceptional	62,998	79.6	51.3	56.7
	Academically Intellectually Gifted	9,893	12.5	93.3	65.7
	AIG Reading	6,553	8.3	94.7	66.1
	AIG Mathematics	6,048	7.6	94.5	65.9
	Students with IEPs	5,563	7.0	28.3	51.6
	All Students with Disabilities	6,255	7.9	30.2	52.0
	Behaviorally Emotionally Disabled	300	0.4	20.3	49.2
	Hearing Impaired	94	0.1	27.7	52.1
	Educable Mentally Disabled	414	0.5	4.3	44.9
	Specific Learning Disabled	3,850	4.9	29.9	52.0
	Learning Disabled-Reading	2,212	2.8	25.5	51.0
	Learning Disabled-Math	1,341	1.7	27.7	51.2
	Learning Disabled-Written Expression	2,691	3.4	29.9	51.9
	Learning Disabled-Other	80	0.1	21.3	50.6
	Speech-Language Impaired	41	0.1	24.4	52.2
	Visually Impaired	29	0.0	*	*
	Other Health Impaired	730	0.9	34.8	53.3
	Orthopedically Impaired	34	0.0	29.4	53.1
	Traumatic Brain Injured	34	0.0	23.5	50.8
	Autistic	31	0.0	61.3	58.1
	Severely/Profoundly Mentally Disabled	0	0.0	*	*
	Multihandicapped	3	0.0	*	*
	Deaf-Blind	1	0.0	*	*
	Trainable Mentally Disabled	2	0.0	*	*
	Section 504	692	0.9	44.7	55.5
	Not Coded	4	0.0	*	*
	Limited English Proficient	879	1.1	26.7	51.3
	Not Served by Title I	77,859	98.4	55.3	57.5
	Schoolwide Title I Program	893	1.1	29.5	51.9
	Targeted Assistance	272	0.3	26.1	51.5
	Migrant	85	0.1	35.3	52.6

Notes: [1] "Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

The "Not Exceptional," "Academicially Intellectually Gifted," and "All Students with Disabilities" categories do not sum to "All Students" because whether or not some students were classified as exceptional was not coded on some answer sheets. The "All Students" and "Not Exceptional" categories are included for comparison purposes.

The total for "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 End-of-Course Multiple-Choice Test Results Students with Accommodations, by Course

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Algebra I	**All Students**	107,032	100.0	78.6	62.5
	Braille Edition	10	0.0	*	*
	Large Print Edition	44	0.0	68.2	58.8
	Assistive Technology Devices	12	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	4	0.0	*	*
	Cranmer Abacus	3	0.0	*	*
	Dictation to Scribe	47	0.0	57.4	58.3
	Interpreter/Transliterator Signs/Cues Test**	23	0.0	*	*
	Magnification Devices	13	0.0	*	*
	Student Marks Answers in Test Book	1,188	1.1	59.7	57.3
	Test Administrator Reads Test Aloud (in English)**	2,568	2.4	42.4	53.4
	Keyboarding Devices	2	0.0	*	*
	Hospital/Home Testing	41	0.0	46.3	54.5
	Multiple Testing Sessions	514	0.5	50.2	55.4
	Scheduled Extended Time	6,397	6.0	54.5	56.0
	Testing in a Separate Room	4,300	4.0	48.0	54.6
	English/Native Language Dictionary/Electronic Translator	415	0.4	66.5	58.6
	One Test Item Per Page Edition	3	0.0	*	*
	Accomodation Notification Form	6	0.0	*	*
Algebra II	**All Students**	61,447	100.0	78.8	65.8
	Braille Edition	1	0.0	*	*
	Large Print Edition	15	0.0	*	*
	Assistive Technology Devices	3	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	5	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	7	0.0	*	*
	Magnification Devices	3	0.0	*	*
	Student Marks Answers in Test Book	170	0.3	74.7	63.7
	Test Administrator Reads Test Aloud (in English)**	192	0.3	55.7	59.4
	Keyboarding Devices	0	0.0	*	*
	Hospital/Home Testing	11	0.0	*	*
	Multiple Testing Sessions	54	0.1	53.7	60.1
	Scheduled Extended Time	1,024	1.7	67.4	62.6
	Testing in a Separate Room	518	0.8	60.0	60.8
	English/Native Language Dictionary/Electronic Translator	75	0.1	77.3	65.7
	One Test Item Per Page Edition	0	0.0	*	*
	Accomodation Notification Form	1	0.0	*	*

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 End-of-Course Multiple-Choice Test Results
Students with Accommodations, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Biology	**All Students**	87,043	100.0	61.0	56.6
	Braille Edition	2	0.0	*	*
	Large Print Edition	37	0.0	51.4	54.6
	Assistive Technology Devices	3	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	2	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	23	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	6	0.0	*	*
	Magnification Devices	5	0.0	*	*
	Student Marks Answers in Test Book	828	1.0	34.9	51.8
	Test Administrator Reads Test Aloud (in English)**	2,464	2.8	18.3	48.8
	Keyboarding Devices	1	0.0	*	*
	Hospital/Home Testing	43	0.0	20.9	48.7
	Multiple Testing Sessions	312	0.4	26.3	49.8
	Scheduled Extended Time	4,188	4.8	26.3	50.1
	Testing in a Separate Room	3,235	3.7	24.0	49.7
	English/Native Language Dictionary/Electronic Translator	346	0.4	21.4	49.3
	One Test Item Per Page Edition	4	0.0	*	*
	Unpublished Accommodation	15	0.0	*	*
Chemistry	**All Students**	42,636	100.0	74.2	60.9
	Braille Edition	1	0.0	*	*
	Large Print Edition	9	0.0	*	*
	Assistive Technology Devices	1	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	5	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	6	0.0	*	*
	Magnification Devices	1	0.0	*	*
	Student Marks Answers in Test Book	71	0.2	70.4	59.8
	Test Administrator Reads Test Aloud (in English)**	63	0.1	41.3	55.1
	Keyboarding Devices	1	0.0	*	*
	Hospital/Home Testing	10	0.0	*	*
	Multiple Testing Sessions	31	0.1	64.5	58.5
	Scheduled Extended Time	484	1.1	62.0	58.3
	Testing in a Separate Room	247	0.6	53.4	57.1
	English/Native Language Dictionary/Electronic Translator	16	0.0	*	*
	One Test Item Per Page Edition	1	0.0	*	*
	Unpublished Accommodation	1	0.0	*	*

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" N category.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 End-of-Course Multiple-Choice Test Results Students with Accommodations, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Economic, Legal, & Political Systems	**All Students**	90,427	100.0	69.3	55.6
	Braille Edition	4	0.0	*	*
	Large Print Edition	42	0.0	66.7	53.9
	Assistive Technology Devices	9	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	0	0.0	*	*
	Cranmer Abacus	1	0.0	*	*
	Dictation to Scribe	23	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	21	0.0	*	*
	Magnification Devices	5	0.0	*	*
	Student Marks Answers in Test Book	1,000	1.1	42.3	49.9
	Test Administrator Reads Test Aloud (in English)**	3,018	3.3	27.0	46.8
	Keyboarding Devices	1	0.0	*	*
	Hospital/Home Testing	55	0.1	49.1	49.5
	Multiple Testing Sessions	433	0.5	33.5	47.6
	Scheduled Extended Time	4,996	5.5	33.0	47.8
	Testing in a Separate Room	3,929	4.3	31.1	47.5
	English/Native Language Dictionary/Electronic Translator	405	0.4	29.4	47.0
	One Test Item Per Page Edition	1	0.0	*	*
	Accomodation Notification Form	15	0.0	*	*
English I	**All Students**	99,573	100.0	81.6	57.7
	Braille Edition	9	0.0	*	*
	Large Print Edition	42	0.0	71.4	54.0
	Assistive Technology Devices	11	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	3	0.0	*	*
	Cranmer Abacus	1	0.0	*	*
	Dictation to Scribe	36	0.0	33.3	49.4
	Interpreter/Transliterator Signs/Cues Test**	25	0.0	*	*
	Magnification Devices	7	0.0	*	*
	Student Marks Answers in Test Book	1,306	1.3	45.9	50.4
	Test Administrator Reads Test Aloud (in English)**	14	0.0	*	*
	Keyboarding Devices	1	0.0	*	*
	Hospital/Home Testing	42	0.0	47.6	49.6
	Multiple Testing Sessions	638	0.7	40.3	48.9
	Scheduled Extended Time	6,372	6.5	39.4	49.0
	Testing in a Separate Room	4,703	4.8	37.1	48.6
	English/Native Language Dictionary/Electronic Translator	528	0.5	28.2	47.2
	One Test Item Per Page Edition	2	0.0	*	*
	Accomodation Notification Form	14	0.0	*	*

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 End-of-Course Multiple-Choice Test Results Students with Accommodations, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Geometry	**All Students**	72,171	100.0	69.5	61.2
	Braille Edition	2	0.0	*	*
	Large Print Edition	20	0.0	*	*
	Assistive Technology Devices	5	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	2	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	10	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	12	0.0	*	*
	Magnification Devices	4	0.0	*	*
	Student Marks Answers in Test Book	286	0.4	58.4	58.4
	Test Administrator Reads Test Aloud (in English)**	383	0.6	37.1	54.1
	Keyboarding Devices	0	0.0	*	*
	Hospital/Home Testing	28	0.0	*	*
	Multiple Testing Sessions	117	0.2	52.1	57.4
	Scheduled Extended Time	1,602	2.3	51.9	56.9
	Testing in a Separate Room	911	1.3	46.0	55.9
	English/Native Language Dictionary/Electronic Translator	136	0.2	59.6	58.8
	One Test Item Per Page Edition	1	0.0	*	*
	Accomodation Notification Form	0	0.0	*	*
Physical Science	**All Students**	46,606	100.0	64.0	56.2
	Braille Edition	3	0.0	*	*
	Large Print	20	0.1	*	*
	Assistive Technology	6	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	7	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	13	0.0	*	*
	Magnification Devices	3	0.0	*	*
	Student Marks Answers in Test Book	579	1.5	37.8	51.7
	Test Administrator Reads Test Aloud (in English)**	1,629	4.1	27.8	49.6
	Keyboarding Devices	0	0.0	*	*
	Hospital/Home Testing	14	0.0	*	*
	Multiple Testing Sessions	243	0.6	30.0	50.4
	Scheduled Extended Time	2,774	7.0	35.2	50.9
	Testing in a Separate Room	2,274	5.7	32.2	50.3
	English/Native Language Dictionary/Electronic Translator	166	0.4	45.2	52.3
	One Test Item Per Page Edition	1	0.0	*	*
	Accomodation Notification Form	7	0.0	*	*

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities and limited English proficiency.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 7. 2002-03 End-of-Course Multiple-Choice Test Results Students with Accommodations, by Course (continued)

Course	Category	Number Tested[1]	Percent[2]	Percent At or Above Level III	Mean Scale Score
Physics	**All Students**	10,776	100.0	83.4	60.6
	Braille Edition	0	0.0	*	*
	Large Print Edition	2	0.0	*	*
	Assistive Technology Devices	0	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	0	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	2	0.0	*	*
	Magnification Devices	0	0.0	*	*
	Student Marks Answers in Test Book	12	0.1	*	*
	Test Administrator Reads Test Aloud (in English)**	7	0.1	*	*
	Keyboarding Devices	0	0.0	*	*
	Hospital/Home Testing	1	0.0	*	*
	Multiple Testing Sessions	2	0.0	*	*
	Scheduled Extended Time	92	0.8	79.3	59.7
	Testing in a Separate Room	22	0.2	*	*
	English/Native Language Dictionary/Electronic Translator	11	0.1	*	*
	One Test Item Per Page Edition	0	0.0	*	*
	Accomodation Notification Form	0	0.0	*	*
U. S. History	**All Students**	79,106	100.0	54.9	57.4
	Braille Edition	2	0.0	*	*
	Large Print Edition	19	0.0	*	*
	Assistive Technology Devices	4	0.0	*	*
	Braille Writer/Slate and Stylus (and Braille Paper)	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	19	0.0	*	*
	Interpreter/Transliterator Signs/Cues Test**	19	0.0	*	*
	Magnification Devices	2	0.0	*	*
	Student Marks Answers in Test Book	614	0.8	31.9	52.4
	Test Administrator Reads Test Aloud (in English)**	1,973	2.5	18.2	49.6
	Keyboarding Devices	0	0.0	*	*
	Hospital/Home Testing	40	0.1	45.0	53.2
	Multiple Testing Sessions	284	0.4	22.5	51.0
	Scheduled Extended Time	3,315	4.3	24.7	50.8
	Testing in a Separate Room	2,584	3.3	22.4	50.3
	English/Native Language Dictionary/Electronic Translator	208	0.3	27.4	51.2
	One Test Item Per Page Edition	1	0.0	*	*
	Accomodation Notification Form	10	0.0	*	*

Notes: [1]"Number Tested" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent" is calculated based on the number tested in the "All Students" category.

*No scores are reported for groups with fewer than thirty students.

**Use of the "Interpreter/Transliterator Signs/Cues Test" and "Test Administrator Reads Test Aloud (in English)" accommodations during the administration of state tests that measure reading comprehension skills invalidates the results of the test.

Accommodations are available for students with disabilities, and limited English proficiency.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100.0 percent.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 8. 2002-03 End-of-Course Multiple-ChoiceTest Results
Participation of Students with Special Needs*

	Algebra I		Algebra II		Biology		Chemistry		Economic, Legal, and Political Systems		English I		Geometry		Physical Science		Physics		U.S. History	
	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%	N**	%
Statewide Total	109,298	100.0	62,288	100.0	88,934	100.0	43,019	100.0	92,583	100.0	102,611	100.0	73,135	100.0	47,666	100.0	10,854	100.0	80,408	100.0
Statewide Standard Administration	107,032	97.9	61,447	98.6	87,043	97.9	42,636	99.1	90,427	97.7	99,573	97.0	72,171	98.7	46,606	97.8	10,776	99.3	79,106	98.4
All Students with IEP's	9,123	8.3	1,726	2.8	7,152	8.0	822	1.9	8,042	8.7	10,375	10.1	2,669	3.6	4,643	9.7	157	1.4	5,716	7.1
Standard Administration[1]	8,859	8.1	1,694	2.7	6,944	7.8	811	1.9	7,766	8.4	9,925	9.7	2,619	3.6	4,479	9.4	155	1.4	5,563	6.9
With Accommodations[2]	6,007	5.5	799	1.3	4,371	4.9	366	0.9	5,175	5.6	6,273	6.1	1,314	1.8	2,970	6.2	59	0.5	3,549	4.4
All Students Identified Only Under Section 504*	1,117	1.0	497	0.8	882	1.0	318	0.7	895	1.0	1,115	1.1	539	0.7	500	1.0	50	0.5	703	0.9
Standard Administration[1]	1,095	1.0	489	0.8	866	1.0	315	0.7	878	0.9	1,094	1.1	533	0.7	496	1.0	50	0.5	692	0.9
With Accommodations[2]	677	0.6	242	0.4	432	0.5	134	0.3	437	0.5	610	0.6	270	0.4	290	0.6	30	0.3	337	0.4
All Limited English Proficient Students*	1,986	1.8	495	0.8	1,441	1.6	207	0.5	1,806	2.0	2,309	2.3	752	1.0	712	1.5	50	0.5	996	1.2
Standard Administration[1]	1,678	1.5	455	0.7	1,140	1.3	198	0.5	1,405	1.5	1,574	1.5	688	0.9	586	1.2	46	0.4	879	1.1
With Accommodations[2]	783	0.7	119	0.2	550	0.6	35	0.1	685	0.7	759	0.7	260	0.4	297	0.6	12	0.1	321	0.4

Notes: *These data represent coding on 2002-03 end-of-course student answer sheets.

**"N" represents the number of student answer sheets scanned, by subject and by school, as required for accountability purposes.

[1] All students with a scale score were assumed to have a standard test administration including those who took an accommodation. The difference between each section's N count and the N count of the "Standard Administration" is due to students who were untested for any of the following reasons: absent; AAAI, or AAP as noted in IEP; transfer without a score; invalid test score; dual enrollment; foreign exchange student; or transfer student who took an EOC test 1st semester at one school, then transferred to another school for 2nd semester.

[2] Accommodations are permitted for IEP, LEP, and Section 504 students; a list of accommodations is located in the "Definition of Terms" at the end of this report's Summary of Student Performance.

These data do not reflect the actual number of alternate assessments scored in the 2002-03 school year.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 9. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I

	N[1]	Percent	Percent At or Above Level III[2]
All Students	107,032	100.0	78.6
Gender			
Male	53,107	49.6	76.6
Female	53,923	50.4	80.6
Not Coded	2	0.0	*
Ethnic Group			
American Indian	1,241	1.2	72.1
Asian	2,329	2.2	86.7
Black	32,213	30.1	63.3
Hispanic	4,489	4.2	72.4
Multi-Racial	1,419	1.3	79.6
White	65,336	61.0	86.4
Other	5	0.0	*
Grade Level			
6	41	0.0	100.0
7	2,719	2.5	96.7
8	23,331	21.8	91.2
9	54,210	50.6	80.7
10	18,518	17.3	65.1
11	6,057	5.7	54.1
12	2,139	2.0	49.0
Not Coded	17	0.0	*
Typical Homework[3]			
Outside reading	11,060	10.3	77.2
Worksheets	80,423	75.1	80.7
Textbook problems	83,036	77.6	81.8
Written assignments	11,514	10.8	78.1
Research	8,959	8.4	78.8
Other	16,086	15.0	82.5
Course Description			
2 year/2 block	6,398	6.0	68.8
Regular year/block	76,266	71.3	79.2
Honors	10,212	9.5	92.1
College placement	5,975	5.6	73.0
Advanced placement	1,736	1.6	78.7
Other type	5,853	5.5	64.6
Not Coded	592	0.6	69.9

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	18,099	16.9	98.2
B	28,798	26.9	92.4
C	28,769	26.9	79.1
D	18,962	17.7	61.8
F	11,794	11.0	40.9
Not Coded	610	0.6	73.4
Parental Education			
Less than high school	7,338	6.9	67.8
High school	26,035	24.3	70.2
Some college/didn't graduate	13,339	12.5	79.7
Trade/business school	3,374	3.2	75.0
Community/junior college	17,662	16.5	81.7
Four-year college degree	27,144	25.4	83.9
Graduate school	11,437	10.7	88.2
Not Coded	703	0.7	57.6
Hours of Homework Assigned Per Week			
None assigned	1,758	1.6	46.9
Less than 1 hour	23,958	22.4	70.5
1 to 3 hours	50,469	47.2	79.2
More than 3, less than 5 hours	16,746	15.6	86.4
Between 5 and 10 hours	9,734	9.1	91.0
More than 10 hours	1,659	1.6	89.5
Assigned but not done	2,048	1.9	59.7
Not Coded	660	0.6	57.7
Hours of TV Watched Per Day			
No TV watched each day	3,890	3.6	75.9
1 hour or less	25,832	24.1	82.3
2 hours	29,114	27.2	82.8
3 hours	23,493	21.9	78.6
4 to 5 hours	15,592	14.6	73.5
6 or more hours	8,385	7.8	65.1
Not Coded	726	0.7	57.2
Computer Use at Home			
Almost every day	14,409	13.5	75.6
1-2 times per week	24,105	22.5	82.6
1-2 times per month	24,725	23.1	85.0
Hardly ever	24,661	23.0	78.9
Never (owns computer)	8,083	7.6	70.8
No computer at home	10,276	9.6	65.1
Not Coded	773	0.7	58.6

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	14,798	13.8	41.8
Mastery inconsistent	28,634	26.8	68.2
Demonstrates mastery	38,278	35.8	89.5
Superior performance	23,391	21.9	98.7
Unclear	362	0.3	55.0
Not Coded	1,569	1.5	55.6
Extracurricular Activity[3]			
Athletics	50,374	47.1	83.6
Academics	7,333	6.9	88.7
Fine arts	28,406	26.5	86.7
Vocational clubs	6,385	6.0	78.8
Service clubs	7,907	7.4	89.1
Other activities	29,920	28.0	84.2
No activities	25,918	24.2	70.3
Calculator Location			
Only in class	26,681	24.9	73.1
Class and home	79,276	74.1	80.7
Not Coded	1,075	1.0	55.8
Calculator Use			
Simple 4-function	5,370	5.0	59.3
Fraction	4,034	3.8	70.3
Scientific	15,764	14.7	74.4
Graphing	80,746	75.4	81.4
Not Coded	1,118	1.0	58.7
Post-High School Plans			
Seek employment	3,701	3.5	55.3
Military service	5,874	5.5	68.3
Trade/business school	2,143	2.0	54.5
Community/junior college	14,142	13.2	69.5
Four-year college	66,878	62.5	85.5
Undecided	10,324	9.6	71.7
Other	3,103	2.9	62.2
Not Coded	867	0.8	59.6

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

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Table 10. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra II

	N[1]	Percent	Percent At or Above Level III[2]
All Students	61,447	100.0	78.8
Gender			
Male	28,250	46.0	78.8
Female	33,196	54.0	78.7
Not Coded	1	0.0	*
Ethnic Group			
American Indian	614	1.0	70.0
Asian	1,665	2.7	85.3
Black	14,661	23.9	61.5
Hispanic	1,675	2.7	75.2
Multi-Racial	714	1.2	79.0
White	42,117	68.5	84.8
Other	0	0.0	*
Not Coded	1	0.0	*
Grade Level			
6	1	0.0	*
7	7	0.0	*
8	74	0.1	100.0
9	3,088	5.0	96.1
10	22,769	37.1	91.5
11	26,000	42.3	74.2
12	9,505	15.5	54.8
Not Coded	3	0.0	*
Typical Homework[3]			
Outside reading	4,580	7.5	75.0
Worksheets	49,695	80.9	81.2
Textbook problems	56,185	91.4	79.9
Written assignments	5,232	8.5	80.3
Research	3,857	6.3	80.1
Other	6,058	9.9	81.7
Course Description			
2 year/2 block	817	1.3	60.7
Regular year/block	36,836	59.9	72.6
Honors	17,765	28.9	95.3
College placement	4,647	7.6	70.8
Advanced placement	301	0.5	72.1
Other type	800	1.3	65.0
Not Coded	281	0.5	70.5

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	10,588	17.2	97.8
B	18,060	29.4	91.2
C	16,946	27.6	76.0
D	10,401	16.9	61.2
F	5,085	8.3	40.7
Not Coded	367	0.6	70.8
Parental Education			
Less than high school	2,443	4.0	70.1
High school	11,162	18.2	70.7
Some college/didn't graduate	8,128	13.2	77.9
Trade/business school	2,213	3.6	77.4
Community/junior college	10,789	17.6	76.8
Four-year college degree	17,397	28.3	82.0
Graduate school	9,039	14.7	88.7
Not Coded	276	0.4	67.8
Hours of Homework Assigned Per Week			
None assigned	485	0.8	61.6
Less than 1 hour	9,509	15.5	70.1
1 to 3 horus	27,004	43.9	76.2
More than 3, less than 5 hours	11,527	18.8	82.9
Between 5 and 10 hours	8,967	14.6	89.0
More than 10 hours	2,527	4.1	90.3
Assigned but not done	1,120	1.8	73.1
Not Coded	308	0.5	67.5
Hours of TV Watched Per Day			
No TV watched each day	3,136	5.1	83.0
1 hour or less	19,767	32.2	82.2
2 hours	17,455	28.4	80.6
3 hours	11,715	19.1	75.5
4 to 5 hours	6,296	10.2	71.7
6 or more hours	2,749	4.5	68.9
Not Coded	329	0.5	65.7
Computer Use at Home			
Almost every day	11,042	18.0	78.3
1-2 times per week	16,970	27.6	82.2
1-2 times per month	15,245	24.8	81.5
Hardly ever	11,379	18.5	77.1
Never (owns computer)	2,883	4.7	70.6
No computer at home	3,566	5.8	65.3
Not Coded	362	0.6	65.7

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	6,978	11.4	42.0
Mastery inconsistent	16,823	27.4	66.4
Demonstrates mastery	23,944	39.0	88.3
Superior performance	12,685	20.6	98.2
Unclear	297	0.5	73.4
Not Coded	720	1.2	66.5
Extracurricular Activity[3]			
Athletics	30,375	49.4	81.8
Academics	8,908	14.5	90.1
Fine arts	17,855	29.1	84.1
Vocational clubs	8,882	14.5	81.9
Service clubs	12,918	21.0	87.3
Other activities	22,006	35.8	83.7
No activities	9,895	16.1	69.7
Calculator Location			
Only in class	12,880	21.0	71.1
Class and home	48,045	78.2	81.0
Not Coded	482	0.8	64.9
Calculator Use			
Simple 4-function	718	1.2	62.0
Fraction	403	0.7	66.3
Scientific	5,778	9.4	68.3
Graphing	54,101	88.0	80.3
Not Coded	447	0.7	63.8
Post-High School Plans			
Seek employment	812	1.3	64.2
Military service	1,869	3.0	67.1
Trade/business school	737	1.2	60.7
Community/junior college	9,096	14.8	64.7
Four-year college	44,968	73.2	83.3
Undecided	3,048	5.0	72.6
Other	572	0.9	71.0
Not Coded	345	0.6	64.6

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Biology

	N[1]	Percent	Percent At or Above Level III[2]
All Students	87,043	100.0	61.0
Gender			
Male	42,986	49.4	62.7
Female	44,057	50.6	59.3
Ethnic Group			
American Indian	1,112	1.3	47.5
Asian	1,849	2.1	68.3
Black	25,025	28.8	36.0
Hispanic	3,219	3.7	46.3
Multi-Racial	1,009	1.2	66.1
White	54,829	63.0	73.2
Other	0	0.0	*
Grade Level			
8	1	0.0	*
9	20,349	23.4	70.8
10	54,645	62.8	61.3
11	9,860	11.3	44.9
12	2,165	2.5	32.7
Not Coded	23	0.0	*
Typical Homework[3]			
Outside reading	27,324	31.4	62.5
Worksheets	72,215	83.0	63.3
Textbook problems	47,939	55.1	65.8
Written assignments	41,067	47.2	69.0
Research	34,346	39.5	69.9
Other	17,347	19.9	68.3
Course Description			
2 year/2 block	1,867	2.1	27.5
Regular year/block	51,463	59.1	52.1
Honors	22,545	25.9	90.2
College placement	6,848	7.9	54.9
Advanced placement	689	0.8	47.9
Other type	3,054	3.5	33.0
Not Coded	577	0.7	50.4

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	13,552	15.6	93.8
B	25,508	29.3	77.4
C	25,054	28.8	53.4
D	14,779	17.0	35.6
F	7,657	8.8	21.7
Not Coded	493	0.6	62.3
Parental Education			
Less than high school	5,767	6.6	37.9
High school	20,362	23.4	45.4
Some college/didn't graduate	10,986	12.6	62.6
Trade/business school	2,939	3.4	59.8
Community/junior college	14,774	17.0	62.0
Four-year college degree	21,546	24.8	71.2
Graduate school	10,073	11.6	81.7
Not Coded	596	0.7	45.6
Hours of Homework Assigned Per Week			
None assigned	1,789	2.1	35.6
Less than 1 hour	18,550	21.3	49.0
1 to 3 hours	39,194	45.0	58.2
More than 3, less than 5 hours	13,582	15.6	71.5
Between 5 and 10 horus	9,311	10.7	81.1
More than 10 hours	2,203	2.5	85.6
Assigned but not done	1,832	2.1	58.4
Not Coded	582	0.7	50.7
Hours of TV Watched Per Day			
No TV watched each day	3,846	4.4	68.3
1 hour or less	23,200	26.7	68.5
2 hours	23,360	26.8	66.0
3 hours	17,909	20.6	58.1
4 to 5 hours	11,676	13.4	48.9
6 or more hours	6,356	7.3	42.1
Not Coded	696	0.8	49.0
Computer Use at Home			
Almost every day	13,325	15.3	62.2
1-2 times per week	21,587	24.8	68.7
1-2 times per month	20,404	23.4	67.8
Hardly ever	17,408	20.0	57.9
Never (owns computer)	5,503	6.3	48.3
No computer at home	8,121	9.3	37.6
Not Coded	695	0.8	45.5

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	12,315	14.1	20.0
Mastery inconsistent	26,660	30.6	43.4
Demonstrates mastery	33,050	38.0	77.0
Superior performance	13,482	15.5	96.2
Unclear	306	0.4	37.6
Not Coded	1,230	1.4	41.2
Extracurricular Activity[3]			
Athletics	39,323	45.2	67.0
Academics	8,312	9.5	81.1
Fine arts	21,741	25.0	72.9
Vocational clubs	9,119	10.5	69.3
Service clubs	10,630	12.2	81.0
Other Activities	26,242	30.1	70.6
No activities	20,534	23.6	48.3
How Science Learned[3]			
Read	51,263	58.9	68.5
Lab activity	69,117	79.4	67.8
Observe demonstrations	51,123	58.7	69.7
Listening	71,704	82.4	67.1
Lab groups	69,535	79.9	67.3
Activity outside	26,846	30.8	68.9
Technology	36,948	42.4	72.4
Post-High School Plans			
Seek employment	3,000	3.4	31.3
Military service	4,603	5.3	47.9
Trade/business school	1,785	2.1	34.8
Community/junior college	13,168	15.1	46.0
Four-year college	54,021	62.1	71.0
Undecided	7,641	8.8	49.6
Other	2,012	2.3	37.4
Not Coded	813	0.9	45.6
Most Time Spent in Class[3]			
Read science books	31,698	36.4	62.7
Laboratory activities	42,497	48.8	66.6
Observing teacher demo	14,832	17.0	55.3
Listening to teacher	70,873	81.4	65.4
Working in groups	48,435	55.6	67.6
Working outside class	4,085	4.7	45.9
Technology	5,722	6.6	58.1

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2002-03 End-of-Course Multiple-Choice Test Results Characteristics and Performance of Students Taking Chemistry

	N[1]	Percent	Percent At or Above Level III[2]		N[1]	Percent	Percent At or Above Level III[2]		N[1]	Percent	Percent At or Above Level III[2]
				Anticipated Final Grade				**Teacher's Judgment**			
All Students	42,636	100.0	74.2	A	8,230	19.3	96.0	Mastery not sufficient	4,379	10.3	36.0
				B	13,948	32.7	85.3	Mastery inconsistent	11,837	27.8	58.7
Gender				C	11,893	27.9	66.5	Demonstrates mastery	17,323	40.6	83.8
Male	18,854	44.2	76.7	D	5,873	13.8	49.7	Superior performance	8,341	19.6	97.3
Female	23,782	55.8	72.2	F	2,417	5.7	33.6	Unclear	109	0.3	61.5
				Not Coded	275	0.6	80.7	Not Coded	647	1.5	65.2
Ethnic Group				**Parental Education**				**Extracurricular Activity[3]**			
American Indian	389	0.9	66.6	Less than high dchool	1,321	3.1	64.0	Athletics	22,182	52.0	76.4
Asian	1,302	3.1	78.9	High school	6,434	15.1	63.0	Academics	8,674	20.3	87.1
Black	8,909	20.9	52.4	Some college/didn't graduate	5,298	12.4	70.0	Fine arts	13,167	30.9	79.6
Hispanic	948	2.2	65.2	Trade/business school	1,477	3.5	72.9	Vocational clubs	7,231	17.0	77.5
Multi-Racial	451	1.1	73.2	Community/junior college	7,228	17.0	70.9	Service clubs	11,959	28.0	83.9
White	30,637	71.9	80.8	Four-year college degree	13,048	30.6	77.6	Other activities	17,460	41.0	79.6
Other	0	0.0	*	Graduate school	7,596	17.8	86.3	No activities	5,140	12.1	62.1
				Not Coded	234	0.5	65.8				
Most Time Spent in Class[3]				**Hours of Homework Assigned Per Week**				**How Science Learned[3]**			
Read books	8,231	19.3	75.9	None assigned	412	1.0	56.1	Read	20,284	47.6	77.3
Lab activities	20,675	48.5	76.3	Less than 1 hour	5,730	13.4	64.0	Lab activity	38,312	89.9	76.5
Observe demonstration	13,071	30.7	74.7	1 to 3 hours	17,101	40.1	69.1	Observe demonstrations	36,030	84.5	77.6
Listening	37,178	87.2	76.1	More than 3, less than 5 hours	8,421	19.8	78.1	Listening	38,508	90.3	76.8
Lab groups	23,302	54.7	78.2	Between 5 and 10 hours	7,480	17.5	85.0	Lab groups	37,605	88.2	76.7
Activities outside	934	2.2	62.4	More than 10 hours	2,511	5.9	90.9	Activity outside	8,231	19.3	75.9
Technology	11,298	26.5	75.2	Assigned but not done	762	1.8	75.7	Technology	32,364	75.9	77.8
				Not Coded	219	0.5	66.2				
Typical Homework[3]				**Hours of TV Watched Per Day**				**Grade Level**			
Outside reading	10,917	25.6	72.6	No TV watched each day	2,480	5.8	81.1	7	1	0.0	*
Worksheets	37,467	87.9	75.4	1 hour or less	14,788	34.7	79.0	8	2	0.0	*
Textbook problems	31,698	74.3	76.7	2 hours	12,089	28.4	75.6	9	186	0.4	64.5
Written assignments	24,052	56.4	79.2	3 hours	7,548	17.7	69.6	10	11,817	27.7	83.9
Research	11,458	26.9	78.5	4 to 5 hours	3,866	9.1	62.5	11	23,828	55.9	74.1
Other	6,763	15.9	78.5	6 or more hours	1,601	3.8	61.6	12	6,802	16.0	58.0
				Not Coded	264	0.6	59.8				
Course Description				**Computer Use at Home**				**Post-High School Plans**			
2 year/2 block	369	0.9	52.0	Almost every day	8,545	20.0	76.0	Seek employment	415	0.9	53.3
Regular year/block	21,995	51.6	66.0	1-2 times per week	13,401	31.4	78.0	Military service	1,013	2.3	60.0
Honors	16,391	38.4	88.2	1-2 times per month	10,660	25.0	74.5	Trade/business school	391	0.9	52.2
College placement	2,804	6.6	63.7	Hardly ever	6,492	15.2	70.7	Community/junior college	4,785	10.9	58.1
Advanced placement	368	0.9	68.8	Never (owns computer)	1,403	3.3	65.9	Four-year college	33,835	77.4	78.0
Other type	490	1.1	59.8	No computer at home	1,856	4.4	57.7	Undecided	1,609	3.7	65.2
Not Coded	219	0.5	71.2	Not Coded	279	0.7	63.1	Other	310	0.7	64.8
								Not Coded	278	0.6	64.0

Notes: [1] "N" is the number of students who took an end-of-course in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 13. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Economics, Legal, and Political Systems

	N[1]	Percent	Percent At or Above Level III[2]
All Students	90,427	100.0	69.3
Gender			
Male	44,936	49.7	70.4
Female	45,491	50.3	68.2
Not Coded	0	0.0	*
Ethnic Group			
American Indian	949	1.0	59.5
Asian	1,993	2.2	70.9
Black	26,775	29.6	48.2
Hispanic	3,780	4.2	53.2
Multi-Racial	1,162	1.3	74.7
White	55,767	61.7	80.5
Other	1	0.0	*
Grade Level			
8	3	0.0	*
9	50,503	55.8	69.3
10	27,541	30.5	68.6
11	4,511	5.0	61.7
12	7,864	8.7	76.6
Typical Homework[3]			
Outside reading	28,146	31.1	70.6
Worksheets	68,517	75.8	71.1
Textbook problems	45,974	50.8	72.0
Written assignments	33,289	36.8	76.2
Research	29,060	32.1	76.5
Other	20,557	22.7	75.4
Course Description			
2 year/2 block	2,248	2.5	41.8
Regular year/block	57,840	64.0	65.7
Honors	18,169	20.1	92.0
College placement	6,446	7.1	66.8
Advanced placement	854	0.9	62.8
Other type	4,320	4.8	44.4
Not Coded	550	0.6	52.2

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	17,459	19.3	96.1
B	27,264	30.2	83.6
C	24,997	27.6	61.8
D	13,775	15.2	42.2
F	6,677	7.4	25.5
Not Coded	255	0.3	51.4
Parental Education			
Less than high school	6,482	7.2	47.1
High school	22,089	24.4	54.6
Some college/didn't graduate	10,996	12.2	72.5
Trade/business School	2,933	3.2	73.0
Community/junior college	14,660	16.2	73.6
Four-year college degree	22,136	24.5	78.5
Graduate School	10,465	11.6	85.7
Not Coded	666	0.7	48.0
Hours of Homework Assigned Per Week			
None assigned	2,289	2.5	50.8
Less than 1 hour	21,038	23.3	59.6
1 to 3	40,668	45.0	68.1
More than 3, less than 5 hours	13,208	14.6	78.8
Between 5 and 10 hours	8,758	9.7	87.5
More than 10 hours	1,960	2.2	89.6
Assigned but not done	1,886	2.1	61.0
Not Coded	620	0.7	48.9
Hours of TV Watched Per Day			
No TV watched each day	3,815	4.2	73.1
1 hour or less	23,152	25.6	76.1
2 hours	24,079	26.6	74.2
3 hours	19,015	21.0	68.4
4 to 5 hours	12,548	13.9	59.3
6 or more hours	7,106	7.9	50.9
Not Coded	712	0.8	48.6
Computer Use at Home			
Almost every day	13,953	15.4	71.5
1-2 times per week	21,679	24.0	76.6
1-2 times per month	19,580	21.7	76.0
Hardly ever	19,036	21.1	67.6
Never (owns computer)	6,280	6.9	57.6
No computer at home	9,122	10.1	47.7
Not Coded	777	0.9	48.4

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	11,734	13.0	25.9
Mastery inconsistent	26,341	29.1	53.0
Demonstrates mastery	34,200	37.8	83.9
Superior performance	16,673	18.4	97.7
Unclear	207	0.2	55.6
Not Coded	1,272	1.4	45.5
Extracurricular Activity[3]			
Athletics	40,199	44.5	74.9
Academics	7,111	7.9	86.4
Fine arts	21,911	24.2	78.9
Vocational clubs	7,820	8.6	79.6
Service clubs	9,563	10.6	87.0
Other activities	25,885	28.6	77.9
No activities	22,800	25.2	58.4
Class Activity[3]			
Read primary resources	71,019	78.5	71.8
Read or studied news magazines	32,705	36.2	75.8
Read or studied newspapers	38,216	42.3	77.0
Read or studied fiction	7,704	8.5	65.8
Read or studied drama	3,647	4.0	61.5
Read or studied poetry	3,788	4.2	59.4
Extra Activities[3]			
Independent research	65,096	72.0	74.8
Group project	51,055	56.5	76.1
Completed portfolio	13,979	15.5	72.2
Field trip	6,226	6.9	70.5
Community service	6,167	6.8	69.2
Social studies organization	10,370	11.5	47.3
Post-High School Plans			
Seek employment	3,430	3.8	45.0
Military service	5,046	5.6	60.1
Trade/business school	1,951	2.2	51.1
Community/junior college	12,926	14.3	61.9
Four-year college	55,360	61.2	77.6
Undecided	8,371	9.3	55.7
Other	2,505	2.8	44.2
Not Coded	838	0.9	45.2

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 14. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

	N[1]	Percent	Percent At or Above Level III[2]
All Students	99,573	100.0	81.6
Gender			
Male	50,037	50.3	77.0
Female	49,536	49.7	86.2
Ethnic Group			
American Indian	1,354	1.4	67.1
Asian	1,890	1.9	85.7
Black	29,125	29.2	69.0
Hispanic	4,169	4.2	64.4
Multi-Racial	1,237	1.2	85.1
White	61,798	62.1	88.8
Grade Level			
8	7	0.0	*
9	97,537	98.0	82.2
10	1,696	1.7	51.1
11	253	0.3	51.4
12	75	0.1	66.7
Not Coded	5	0.0	*
Typical Homework[3]			
Outside reading	51,239	51.5	88.0
Worksheets	67,254	67.5	83.3
Textbook problems	40,714	40.9	84.1
Written assignments	58,957	59.2	88.4
Research	37,463	37.6	88.5
Other	25,549	25.7	85.2
Course Description			
2 year/2 block	2,658	2.7	60.2
Regular year/block	55,761	56.0	78.1
Honors	25,270	25.4	97.1
College placement	8,587	8.6	83.1
Advanced placement	986	1.0	72.6
Other type	5,570	5.6	57.3
Not Coded	741	0.7	70.4

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	16,357	16.4	97.6
B	31,183	31.3	92.6
C	27,220	27.3	79.7
D	15,536	15.6	65.6
F	8,915	9.0	47.2
Not Coded	362	0.4	79.3
Parental Education			
Less than high school	7,967	8.0	62.1
High school	26,383	26.5	72.1
Some college/didn't graduate	12,672	12.7	84.1
Trade/business school	2,936	2.9	81.2
Community/junior college	15,022	15.1	87.9
Four-year college degree	23,249	23.3	89.4
Graduate school	10,560	10.6	91.9
Not Coded	784	0.8	68.8
Hours of Homework Assigned Per Week			
None assigned	2,338	2.3	52.3
Less than 1 hour	24,113	24.2	73.1
1 to 3 hours	44,899	45.1	83.3
More than 3, less than 5 hours	14,193	14.3	89.8
Between 5 and 10 hours	9,171	9.2	93.9
More than 10 hours	1,929	1.9	91.8
Assigned but not done	2,183	2.2	60.7
Not Coded	747	0.8	68.8
Hours of TV Watched Per Day			
No TV watched each day	3,963	4.0	77.4
1 hour or less	23,541	23.6	85.6
2 hours	26,495	26.6	85.9
3 hours	21,251	21.3	81.8
4 to 5 hours	14,662	14.7	77.9
6 or more hours	8,799	8.8	66.6
Not Coded	862	0.9	66.6
Computer Use at Home			
Almost every day	14,412	14.5	81.5
1-2 times per week	23,287	23.4	87.1
1-2 times per month	21,744	21.8	89.0
Hardly ever	21,799	21.9	81.3
Never (owns computer)	6,926	7.0	69.5
No computer at home	10,519	10.6	64.2
Not Coded	886	0.9	63.0

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	10,459	10.5	41.4
Mastery inconsistent	27,692	27.8	69.8
Demonstrates mastery	41,718	41.9	92.3
Superior performance	18,319	18.4	99.1
Unclear	211	0.2	46.4
Not Coded	1,174	1.2	70.4
Extracurricular Activity[3]			
Athletics	45,785	46.0	85.9
Academics	6,349	6.4	88.6
Fine arts	23,720	23.8	90.0
Vocational clubs	6,342	6.4	82.7
Service clubs	8,084	8.1	92.7
Other activities	27,778	27.9	86.5
No activities	25,243	25.4	75.0
Class Activity[3]			
Read or studied novels	86,930	87.3	85.6
Read or studied fables	80,195	80.5	86.5
Studied biography	62,369	62.6	85.4
Studied informational	59,393	59.6	85.9
Read or studied drama	72,363	72.7	87.3
Read or studied poetry	82,134	82.5	86.2
Computer Access[3]			
Classroom	24,250	24.4	86.3
Media center during school	72,086	72.4	86.1
Media center after school	51,373	51.6	87.9
Home	75,558	75.9	87.1
Post-High School Plans			
Seek employment	3,613	3.6	57.9
Military service	5,753	5.8	69.7
Trade/business school	2,006	2.0	58.6
Community/junior college	10,728	10.8	76.4
Four-year college	62,342	62.6	89.1
Undecided	10,404	10.4	73.2
Other	3,763	3.8	52.7
Not Coded	964	1.0	64.6

Notes: [1]"N" is the number of students who took an end-of-course test in the indicated subject.

[2]"Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 15. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Geometry

	N[1]	Percent	Percent At or Above Level III[2]
All Students	72,171	100.0	69.5
Gender			
Male	33,581	46.5	72.6
Female	38,590	53.5	66.7
Ethnic Group			
American Indian	768	1.1	57.9
Asian	1,917	2.7	77.7
Black	19,385	26.9	41.7
Hispanic	2,333	3.2	62.3
Multi-Racial	933	1.3	68.9
White	46,832	64.9	81.2
Other	3	0.0	*
Grade Level			
6	3	0.0	*
7	24	0.0	*
8	1,800	2.5	97.6
9	20,187	28.0	90.4
10	35,221	48.8	67.5
11	11,735	16.3	44.5
12	3,196	4.4	35.1
Not Coded	5	0.0	*
Typical Homework[3]			
Outside reading	7,313	10.1	63.5
Worksheets	58,268	80.7	71.7
Textbook problems	62,885	87.1	71.7
Written assignments	7,689	10.7	70.8
Research	6,449	8.9	72.7
Other	10,806	15.0	76.6
Course Description			
2 year/2 block	1,116	1.5	46.1
Regular year/block	44,616	61.8	62.3
Honors	18,242	25.3	93.0
College placement	5,536	7.7	59.4
Advanced Placement	622	0.9	69.3
Other type	1,695	2.3	55.4
Not Coded	344	0.5	60.5

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	12,190	16.9	97.5
B	20,341	28.2	87.6
C	19,717	27.3	65.7
D	12,241	17.0	44.4
F	7,107	9.8	23.7
Not Coded	575	0.8	63.7
Parental Education			
Less than high school	3,414	4.7	54.7
High school	14,258	19.8	57.2
Some college/didn't graduate	9,227	12.8	67.6
Trade/business school	2,440	3.4	67.3
Community/junior College	12,551	17.4	67.7
Four-year college degree	20,280	28.1	75.6
Graduate school	9,625	13.3	85.2
Not Coded	376	0.5	52.4
Hours of Homework Assigned Per Week			
None assigned	671	0.9	47.1
1 hour or less	12,483	17.3	60.1
1 to 3	33,378	46.2	65.6
More than 3, less than 5	12,868	17.8	77.2
Between 5 and 10	9,108	12.6	84.5
More than 10 hours	1,968	2.7	86.5
Assigned but not done	1,257	1.7	65.9
Not Coded	438	0.6	58.4
Hours of TV Watched Per Day			
No TV watched each day	3,074	4.3	76.3
1 hour or less	20,067	27.8	77.0
2 hours	20,311	28.1	74.0
3 hours	15,036	20.8	66.0
4 to 5 hours	9,007	12.5	56.4
6 or more hours	4,241	5.9	48.9
Not Coded	435	0.6	57.2
Computer Use at Home			
Almost every day	11,754	16.3	68.2
1-2 times per week	18,798	26.0	74.1
1-2 times per month	18,009	25.0	73.9
Hardly ever	14,336	19.9	68.7
Never (owns computer)	3,898	5.4	60.2
No computer at home	4,881	6.8	49.4
Not Coded	495	0.7	52.9

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	9,849	13.6	26.1
Mastery inconsistent	19,733	27.3	52.4
Demonstrates mastery	26,818	37.2	83.8
Superior performance	14,376	19.9	97.9
Unclear	260	0.4	39.6
Not Coded	1135	1.6	50.2
Extracurricular Activity[3]			
Athletics	35,894	49.7	74.3
Academics	7,177	9.9	81.6
Fine arts	20,582	28.5	76.7
Vocational clubs	7,382	10.2	71.9
Service clubs	10,037	13.9	80.2
Other activities	23,055	31.9	77.3
No activities	13,767	19.1	57.7
Calculator Use			
Simple 4-function	2,425	3.4	49.9
Fraction	1,504	2.1	58.4
Scientific	18,549	25.7	65.9
Graphing	49,091	68.0	72.3
Not Coded	602	0.8	53.8
Calculator Location			
Only in class	12,457	17.3	60.0
Class and home	59,069	81.8	71.7
Not Coded	645	0.9	50.2
Post-High School Plans			
Seek employment	1,105	1.5	47.2
Military service	2,725	3.8	58.3
Trade/business school	1,027	1.4	48.8
Community/junior college	8,752	12.1	53.2
Four-year college	52,441	72.7	74.5
Undecided	4,653	6.4	64.2
Other	969	1.3	59.8
Not Coded	499	0.7	52.5

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 16. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physical Science

	N[1]	Percent	Percent At or Above Level III[2]		N[1]	Percent	Percent At or Above Level III[2]		N[1]	Percent	Percent At or Above Level III[2]
				Anticipated Final Grade				**Teacher's Judgment**			
All Students	46,606	100.0	64.0	A	6,274	13.5	93.9	Mastery not sufficient	6,768	14.5	28.1
				B	13,382	28.7	80.3	Mastery inconsistent	15,173	32.6	50.5
Gender				C	14,104	30.3	59.1	Demonstrates mastery	17,680	37.9	79.6
Male	23,661	50.8	66.0	D	8,364	17.9	42.9	Superior performance	6,047	13.0	95.6
Female	22,945	49.2	61.9	F	4,205	9.0	26.7	Unclear	270	0.6	66.7
				Not Coded	277	0.6	46.2	Not Coded	668	1.4	33.1
Ethnic Group				**Parental Education**				**Extracurricular Activity[3]**			
American Indian	608	1.3	53.9	Less than high school	3,844	8.2	47.7	Athletics	19,190	41.2	70.0
Asian	704	1.5	68.9	High school	12,897	27.7	53.7	Academics	3,200	6.9	77.7
Black	14,261	30.6	44.7	Some college/didn't graduate	6,189	13.3	67.3	Fine arts	9,768	21.0	72.8
Hispanic	1,765	3.8	53.3	Trade/business school	1,557	3.3	64.6	Vocational clubs	4,637	9.9	71.8
Multi-Racial	600	1.3	63.2	Community/junior college	8,446	18.1	69.9	Service clubs	4,120	8.8	77.9
White	28,668	61.5	74.3	Four-year college degree	9,963	21.4	72.2	Other activities	12,514	26.9	71.2
Other	0	0.0	*	Graduate school	3,523	7.6	76.8	No activities	12,781	27.4	55.6
				Not Coded	187	0.4	40.6				
Grade Level				**Hours of Homework Assigned Per Week**				**How Science Learned[3]**			
7	1	0.0	*	None assigned	1,405	3.0	41.2	Read	24,195	51.9	70.4
8	570	1.2	94.4	Less than 1 hour	12,243	26.3	56.1	Lab activities	33,106	71.0	71.5
9	17,483	37.5	68.4	1 to 3 hours	21,428	46.0	64.2	Observe demonstrations	31,429	67.4	73.1
10	12,308	26.4	61.7	More than 3, less than 5 hours	6,126	13.1	74.4	Listening	36,734	78.8	70.1
11	13,617	29.2	61.1	Between 5 and 10 hours	3,370	7.2	81.4	Lab groups	33,299	71.4	71.2
12	2,622	5.6	53.2	More than 10 hours	705	1.5	80.1	Activity outside	14,654	31.4	72.6
Not Coded	5	0.0	*	Assigned but not done	1,066	2.3	60.1	Technology	25,814	55.4	73.1
				Not Coded	263	0.6	38.0				
Typical Homework[3]				**Hours of TV Watched Per Day**				**Computer Use at Home**			
Outside reading	11,327	24.3	63.8	No TV watched each day	1,748	3.8	62.8	Almost every day	6,152	13.2	61.6
Worksheets	38,279	82.1	66.6	1 hour or less	11,448	24.6	69.6	1-2 times per week	9,641	20.7	67.8
Textbook problems	26,288	56.4	68.8	2 hours	12,543	26.9	68.3	1-2 times per month	9,989	21.4	71.6
Written assignments	15,675	33.6	71.5	3 hours	10,129	21.7	63.4	Hardly ever	11,397	24.5	65.8
Research	10,763	23.1	71.7	4 to 5 hours	6,750	14.5	57.1	Never (owns computer)	3,816	8.2	58.4
Other	7,878	16.9	68.7	6 or more hours	3,645	7.8	48.8	No computer at home	5,268	11.3	46.7
				Not Coded	343	0.7	37.9	Not Coded	343	0.7	39.1
Course Description				**Most Time Spent in Class[3]**				**Post-High School Plans**			
2 year/2 block	1,354	2.9	38.7	Read books	15,686	33.7	65.5	Seek employment	2,091	4.5	46.0
Regular year/block	31,421	67.4	61.4	Lab activities	17,205	36.9	67.8	Military service	2,985	6.4	53.8
Honors	7,150	15.3	89.0	Observe demonstrations	15,860	34.0	68.5	Trade/business school	1,167	2.5	45.6
College placement	4,161	8.9	63.4	Listening	36,449	78.2	68.3	Community/junior college	9,490	20.4	57.2
Advanced placement	259	0.6	45.9	Working in groups	19,221	41.2	70.0	Four-year college	24,644	52.9	73.5
Other type	1,913	4.1	38.1	Activity outside	2,149	4.6	47.7	Undecided	4,499	9.7	54.4
Not Coded	348	0.7	40.2	Technology	7,581	16.3	65.7	Other	1,329	2.9	42.4
								Not Coded	401	0.9	38.4

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/NorthCarolina Testing Program.

Table 17. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physics

	N[1]	Percent	Percent At or Above Level III[2]
All Students	10,776	100.0	83.4
Gender			
Male	6,110	56.7	86.9
Female	4,666	43.3	78.8
Ethnic Group			
American Indian	66	0.6	69.7
Asian	529	4.9	86.4
Black	1,443	13.4	60.6
Hispanic	207	1.9	76.3
Multi-Racial	101	0.9	89.1
White	8,430	78.2	87.4
Grade Level			
9	19	0.2	*
10	422	3.9	88.4
11	2,904	26.9	88.3
12	7,431	69.0	81.2
Typical Homework[3]			
Outside reading	2,228	20.7	79.8
Worksheets	8,127	75.4	83.6
Textbook problems	8,960	83.1	84.2
Written assignments	5,620	52.2	86.0
Research	2,395	22.2	83.8
Other	1,896	17.6	85.9
Course Description			
2 year/2 block	70	0.6	77.1
Regular year/block	3,684	34.2	75.1
Honors	5,338	49.5	88.2
College placement	346	3.2	67.9
Advanced placement	1,035	9.6	94.1
Other type	167	1.5	83.2
Not Coded	136	1.3	80.9

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	3,045	28.3	96.7
B	4,014	37.2	87.0
C	2,475	23.0	72.4
D	818	7.6	60.4
F	252	2.3	47.2
Not Coded	172	1.6	84.3
Parental Education			
Less than high school	225	2.1	68.9
High school	1,268	11.8	73.4
Some college/didn't graduate	1,043	9.7	78.5
Trade/business school	347	3.2	80.1
Community/junior college	1,400	13.0	79.2
Four-year college degree	3,588	33.3	85.5
Graduate school	2,780	25.8	90.8
Not Coded	125	1.2	83.2
Hours of Homework Assigned Per Week			
None assigned	128	1.2	75.0
Less than 1 hour	1,417	13.1	78.9
1 to 3 hours	3,540	32.9	78.0
More than 3, less than 5 hours	2,020	18.7	85.8
Between 5 and 10 hours	2,226	20.7	88.8
More than 10 hours	1,029	9.5	92.3
Assigned but not done	285	2.6	86.3
Not Coded	131	1.2	81.7
Hours of TV Watched Per Day			
No TV watched each day	923	8.6	91.1
1 hour or less	4,132	38.3	86.3
2 hours	2,980	27.7	83.4
3 hours	1,553	14.4	77.5
4 to 5 hours	703	6.5	73.8
6 or more hours	339	3.1	75.5
Not Coded	146	1.4	82.2
Most Time Spent in Class[3]			
Read books	1,782	16.5	81.4
Lab activities	4,907	45.5	83.5
Observe demonstrations	3,855	35.8	84.0
Listening	9,088	84.3	84.5
Working in groups	5,916	54.9	85.4
Activity outside	340	3.2	74.1
Technology	3,047	28.3	81.6

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	546	5.1	44.5
Mastery inconsistent	2,310	21.4	69.1
Demonstrates mastery	4,719	43.8	86.5
Superior performance	2,928	27.2	98.0
Unclear	71	0.7	57.7
Not Coded	202	1.9	78.7
Extracurricular Activity[3]			
Athletics	5,867	54.4	84.0
Academics	3,339	31.0	90.0
Fine arts	3,377	31.3	86.1
Vocational clubs	1,964	18.2	81.5
Service clubs	4,401	40.8	87.5
Other activities	5,173	48.0	86.0
No activities	893	8.3	77.5
How Science Learned[3]			
Read	5,208	48.3	84.1
Lab activities	9,477	87.9	84.4
Observe demonstrations	9,175	85.1	84.7
Listening	9,791	90.9	84.4
Lab groups	9,319	86.5	84.5
Activity outside	4,890	45.4	84.7
Technology	8,482	78.7	84.6
Computer Use at Home			
Almost every day	2,657	24.7	82.8
1-2 times per week	3,789	35.2	86.3
1-2 times per month	2,408	22.3	83.7
Hardly ever	1,245	11.6	80.2
Never (owns computer)	261	2.4	80.1
No computer at home	269	2.5	67.3
Not Coded	147	1.4	79.6
Post-High School Plans			
Seek employment	66	0.6	68.2
Military service	224	2.1	76.8
Trade/business school	55	0.5	76.4
Community/junior college	814	7.6	66.0
Four-year college	9,197	85.3	85.5
Undecided	201	1.9	77.6
Other	77	0.7	90.9
Not Coded	142	1.3	74.6

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 18. 2002-03 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking U.S. History

	N[1]	Percent	Percent At or Above Level III[2]
All Students	79,106	100.0	54.9
Gender			
Male	38,790	49.0	58.7
Female	40,316	51.0	51.2
Ethnic Group			
American Indian	989	1.3	43.7
Asian	1,798	2.3	63.6
Black	21,579	27.3	32.6
Hispanic	2,448	3.1	45.2
Multi-Racial	788	1.0	59.1
White	51,503	65.1	64.5
Other	1	0.0	*
Grade Level			
8	2	0.0	*
9	422	0.5	20.4
10	4,756	6.0	33.2
11	66,599	84.2	58.7
12	7,326	9.3	35.6
Not Coded	1	0.0	*
Typical Homework[3]			
Outside reading	30,965	39.1	58.9
Worksheets	59,073	74.7	55.3
Textbook problems	30,769	38.9	53.3
Written assignments	34,881	44.1	64.4
Research	28,539	36.1	62.7
Other	19,713	24.9	63.7
Course Description			
2 year/2 block	2,384	3.0	35.0
Regular year/block	45,147	57.1	43.3
Honors	15,974	20.2	80.5
College placement	5,597	7.1	44.9
Advanced placement	7,409	9.4	90.6
Other type	2,165	2.7	34.5
Not Coded	430	0.5	41.9

	N[1]	Percent	Percent At or Above Level III[2]
Anticipated Final Grade			
A	12,040	15.2	87.7
B	24,451	30.9	69.6
C	24,086	30.4	45.7
D	13,162	16.6	27.8
F	4,779	6.0	16.7
Not Coded	588	0.7	61.2
Parental Education			
Less than high school	4,893	6.2	33.4
High school	17,849	22.6	38.2
Some college/didn't graduate	10,245	13.0	54.3
Trade/business school	3,021	3.8	56.5
Community/junior college	13,977	17.7	53.3
Four-year college degree	19,088	24.1	65.7
Graduate School	9,598	12.1	78.4
Not Coded	435	0.5	38.6
Hours of Homework Assigned Per Week			
None assigned	1,869	2.4	36.1
Less than 1 hour	15,970	20.2	43.8
1 to 3 hours	33,554	42.4	48.7
More than 3, less than 5 hours	12,399	15.7	63.1
Between 5 and 10	9,496	12.0	75.5
More than 10 hours	3,684	4.7	84.6
Assigned but not done	1,643	2.1	64.5
Not Coded	491	0.6	44.4
Hours of TV Watched Per Day			
No TV watched each day	4,384	5.5	65.8
1 hour or less	24,458	30.9	60.6
2 hours	21,222	26.8	58.0
3 hours	15,018	19.0	50.4
4 to 5 hours	8,878	11.2	43.2
6 or more hours	4,621	5.8	38.7
Not Coded	525	0.7	39.2
Computer Use at Home			
Almost every day	14,864	18.8	60.8
1-2 times per week	20,527	25.9	62.3
1-2 times per month	17,316	21.9	58.0
Hardly ever	14,666	18.5	49.2
Never (owns computer)	4,444	5.6	42.2
No computer at home	6,741	8.5	32.9
Not Coded	548	0.7	39.4

	N[1]	Percent	Percent At or Above Level III[2]
Teacher's Judgment			
Mastery not sufficient	11,218	14.2	15.8
Mastery inconsistent	25,710	32.5	37.2
Demonstrates mastery	29,576	37.4	71.4
Superior performance	11,107	14.0	92.2
Unclear	142	0.2	20.4
Not Coded	1,353	1.7	50.9
Extracurricular Activity[3]			
Athletics	33,072	41.8	61.5
Academics	11,311	14.3	81.2
Fine arts	19,076	24.1	66.5
Vocational clubs	11,642	14.7	63.4
Service clubs	16,276	20.6	76.8
Other activities	26,551	33.6	66.5
No activities	17,990	22.7	38.8
Class Activities[3]			
Read primary resources	71,789	90.8	56.2
Studied news magazines	23,281	29.4	64.5
Studied newspapers	16,375	20.7	61.0
Studied fiction	10,493	13.3	62.8
Studied drama	4,205	5.3	57.4
Studied poetry	6,655	8.4	62.5
Extra Activities[3]			
Independent research	59,796	75.6	57.8
Portfolio	9,609	12.1	52.9
Group projects	43,826	55.4	60.2
Field trips	6,262	7.9	64.8
Community service	2,872	3.6	52.3
Social studies organization	6,110	7.7	33.6
Post-High School Plans			
Seek employment	2,930	3.7	28.0
Military service	3,901	4.9	43.0
Trade/business school	1,859	2.4	36.3
Community/junior college	16,749	21.2	37.4
Four-year college	46,049	58.2	66.9
Undecided	5,623	7.1	43.7
Other	1,404	1.8	35.3
Not Coded	591	0.7	35.2

Notes: [1] "N" is the number of students who took an end-of-course test in the indicated subject.

[2] "Percent At or Above Level III" is calculated based on actual N counts and is not summed.

[3] Section N count does not match the "All Students" N count because students could make multiple selections.

*No scores are reported for groups with fewer than thirty students.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 19. 2002-03 End-of-Course Goal Summary Report
Algebra I

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ALGEBRA 1	62.5	107,032	80	
GOAL 1: Operations on real numbers and polynomials.			36	63.3
Obj 1.1: Operate with real numbers.			12	56.6
Obj 1.2: Operate with polynomials.			12	64.3
Obj 1.3: Factor polynomials.			12	69.1
GOAL 2: Solve problems in a geometric context.			12	53.5
Obj 2.1: Formulas/algebraic expressions to solve problems.			6	53.6
Obj 2.2: Express algebraically various geometric patterns.			6	53.3
GOAL 3: Graph and use relations and functions to solve problems.			168	53.1
Obj 3.1: Translate words to expressions/equations.			6	51.7
Obj 3.2: Properties of data in tables, graphs, equations.			12	63.9
Obj 3.3: Distinguish relations vs. functions, independent vs. dependent variables, domain vs. range.			12	47.3
Obj 3.4: Graph/interpret in the context of the problems on the coordinate plane.			15	57.3
Obj 3.5: Slopes of linear relationships to solve problems.			18	53.1
Obj 3.6: Write equation of and graph linear relationships.			18	54.0
Obj 3.7: Effects of changes in slope/intercepts on the graph and equation of a line.			18	47.3
Obj 3.8: Use linear equations/inequalities to solve problems.			18	52.5
Obj 3.9: Use linear equations or inequalities in two variables to solve problems.			15	55.8
Obj 3.10: Graph quadratic equations.			12	55.2
Obj 3.11: Use quadratic equations to solve problems.			12	49.7
Obj 3.12: User formulas/graphs with exponential functions.			12	49.8
GOAL 4: Collect/interpret data to solve problems.			24	56.0
Obj 4.1: Use matrices to display and interpret data.			6	61.7
Obj 4.2: Identify linear and non-linear data.			6	54.3
Obj 4.3: Use linear models based on real data.			12	53.9

	A	B	C
NUMBER OF STUDENTS TAKING FORM	35,758	35,623	35,651

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 20. 2002-03 End-of-Course Goal Summary Report
Algebra II

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ALGEBRA 2	65.8	61,447	60	
GOAL 1: Operations with numbers and polynomials to solve problems.			32	45.9
Obj 1.1: Operate with numbers.			12	47.7
Obj 1.2: Operate with algebraic expressions.			20	44.8
GOAL 2: Describe geometric figures algebraically in coordinate plane.			12	62.2
Obj 2.1: Write equations in standard form of circles and parabolas.			8	63.8
GOAL 3: Graph and use relations and functions to solve problems.			160	51.5
Obj 3.1: Describe graphically, algebraically, and verbally real world phenomena as functions; identify the independent and dependent variables.			8	36.8
Obj 3.2: Translate among graphic, algebraic, and verbal representations of relations.			8	55.1
Obj 3.3: Graph relations/functions and find zero of functions.			8	72.1
Obj 3.4: Find the composition and inverse of functions.			8	60.6
Obj 3.5: Use quadratic equations and inequalities to solve problems.			20	49.5
Obj 3.6: Find and interpret the maximum and minimum values and intercepts of a quadratic function.			8	39.4
Obj 3.7: Use polynomial equations (to 4th degree) to solve problems.			8	68.6
Obj 3.8: Find zeros, intercepts, and approximate turning points of polynomial functions.			8	40.2
Obj 3.10: Use rational equations to solve problems.			8	41.7
Obj 3.11: Use equations with radical expressions to solve problems.			8	58.8
Obj 3.12: Use systems of two or more equations to solve problems.			16	56.3
Obj 3.13: Use systems of three or more inequalities to solve problems.			8	38.3
Obj 3.14: Use equations and inequalities with absolute value to solve problems.			8	50.3
Obj 3.15: Write and graph exponential functions.			8	44.1
Obj 3.16: Recognize as inverses the exponential and logarithmic functions.			8	63.2
Obj 3.17: Use logarithmic/exponential functions to solve problems.			16	47.0
GOAL 4: Collect, organize, and interpret data with functions of best-fit and matrices to solve problems.			36	46.8
Obj 4.1: Use equations of curves (linear, exponential, quadratic) which models a set of data.			8	37.9
Obj 4.2: Find equations of the curve of best fit (linear, exponential, quadratic) for a set of data.			8	40.0
Obj 4.3: Use exponential equations with rate of growth or decay to solve problems.			8	46.7
Obj 4.4: Operate with matrices to solve problems.			12	57.5

NUMBER OF STUDENTS TAKING FORM	A	B	C	D
	20,524	20,432	102	20,389

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 21. 2002-03 End-of-Course Goal Summary Report
Biology

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
BIOLOGY	56.6	87,043	88	
GOAL 1: Understand physical, chemical, and cellular basis of life.			102	49.3
Obj 1.1: Matter-energy relationships of living/non-living things.			24	48.1
Obj 1.2: Describe the structure and function of cell organelles.			24	46.4
Obj 1.4: Importance of water to cells; transport into/out of cells.			12	56.2
Obj 1.5: Structure and function of enzymes.			12	55.4
Obj 1.6: Bioenergetic reactions: aerobic/anaerobic respiration, photosynthesis, chemosynthesis.			24	48.3
GOAL 2: Continuity of life and changes in organisms over time.			162	50.2
Obj 2.1: Molecular basis of heredity/DNA; protein synthesis.			24	51.4
Obj 2.2: Characteristics of asexual and sexual reproduction.			24	43.0
Obj 2.3: Use laws of probability to predict inheritance patterns.			30	46.1
Obj 2.4: DNA technology and forensics, medicine, agriculture.			24	56.1
Obj 2.5: Role of genetics and environment in health and disease.			18	54.5
Obj 2.6: Examine the development of the Theory of Evolution: origins of life, patterns, variation, natural selection.			42	51.5
GOAL 3: Understand the unity and diversity of life.			96	54.8
Obj 3.1: Variety of living organisms and evolutionary relationships.			18	64.3
Obj 3.2: Classify organisms according to current accepted systems.			18	56.5
Obj 3.3: Form and function of organisms (plant/animal systems).			30	46.3
Obj 3.4: Compare/contrast characteristics of major organism phyla.			18	51.3
Obj 3.5: Factors that influence growth/development of organisms.			12	64.3
GOAL 4: Understand ecological relationships of organisms.			102	53.7
Obj 4.1: Interrelationships of organisms, populations, communities, ecosystems, biomes.			18	61.2
Obj 4.2: Cycling of matter: water, carbon, and nitrogen in systems.			24	38.6
Obj 4.3: Explain the flow of energy through ecosystems.			24	59.1
Obj 4.4: Describe successional changes in ecosystems.			12	52.8
Obj 4.5: Human activities that influence/modify the environment: global warming, human population growth, pesticides.			24	58.2
GOAL 5: Behavior of organisms resulting from heredity/environment.			60	55.8
Obj 5.1: Survival of organisms and suitable adaptations to environmental pressures.			18	60.4
Obj 5.3: Types of animal behaviors (ex. taxis, reflexes, instincts).			12	70.2
Obj 5.4: Biological clocks and rhythmic behavior of organisms.			12	47.2
Obj 5.5: Evolution of behavioral adaptations; population survivals.			12	53.2

NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E	F
	102	79	74	28,982	28,890	28,916

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 22. 2002-03 End-of-Course Goal Summary Report
Chemistry

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
CHEMISTRY	60.9	42,636	88	
GOAL 1: Understand the structure and properties of matter.			144	48.3
Obj 1.1: Summarize the development of current atomic theory.			12	46.2
Obj 1.2: Nature of atomic structure (ex. protons, neutrons, electrons, atomic mass, atomic number, isotopes).			24	52.2
Obj 1.3: Apply the language and symbols of chemistry			24	51.4
Obj 1.4: Identify substances using their physical properties (ex. melting/boiling points, density, color, solubility).			18	47.2
Obj 1.5: Atomic nucleus, radioactive isotopes and their application.			24	47.3
Obj 1.6: Kinetic molecular theory: Ideal Gas Equation, Combined Gas Law, Graham's Law, Dalton's Law of Partial Pressures.			24	48.1
Obj 1.7: Assess structure of compounds relating bonding and molecular geometry to chemical and physical properties; ionic bonds, covalent bonds, metallic bonds.			18	42.9
GOAL 2: Understand the regularities of chemistry.			186	50.6
Obj 2.1: Use the Periodic Table and analyze the periodic nature of the chemical properties of elements.			30	47.9
Obj 2.2: Analyze the mole concept and Avogadro's number; calculate mole to molecule, mass to moles, gas volume to moles, molarity of solutions.			30	59.8
Obj 2.3: Identify and balance various types of chemical equations.			42	55.0
Obj 2.4: Calculate quantitative relationships in chemical reactions.			36	46.2
Obj 2.5: Identify the indicators of chemical reactions: formation of precipitate, evolution of gases, color change, absorption/release of heat.			24	60.1
Obj 2.6: Track electron transfers in oxidation/reduction reactions and assign oxidation numbers; identify oxidizing/reduction agents and assess practical applications of these reactions.			24	31.5
GOAL 3: Build an understanding of energy changes in chemistry.			102	50.8
Obj 3.1: Changes (emission/absorption) in electron energies in the hydrogen atom (electromagnetic radiation, light, photons).			18	43.9
Obj 3.2: Law of conservation of energy conservation, energy transformation and various forms of energy involved in chemical reactions.			24	46.9
Obj 3.3: Compare/contrast the nature of heat and temperature.			24	57.5
Obj 3.4: Calorimetric measurement and energy in changes of state.			24	53.0
Obj 3.5: Energy transfer and disorder in the universe: nuclear, fossil fuel, solar, alternative sources.			12	50.9
GOAL 4: Build an understanding of equilibrium and kinetics.			96	43.7
Obj 4.1: Dynamics of physical and chemical equilibria: phase changes, forward and reversible reactions.			18	53.5
Obj 4.2: Factors that alter the equilibrium in a chemical reaction.			24	27.8
Obj 4.3: Reaction rates and factors that influence reaction rates.			24	47.2
Obj 4.4: Compare/contrast the nature, behavior, concentration and strength in acids/bases: acid-base neutralization, pH, degree of dissociation/ionization, electrical conductivy.			30	47.9

NUMBER OF STUDENTS TAKING FORM	G	H	I	J	K	L
	7	10,376	1	14,196	3,852	14,204

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 23. 2002-03 End-of-Course Goal Summary Report
Economic, Legal, and Political Systems

	Number of Observations	Number of Items /Area	Scale Score Mean
The 1997 State average of 53.8 is the point of comparison for Economic, Legal, and Political Systems scale scores.	90,427	100/99/98*	55.6
GOAL 1: Awareness and understanding of issues and problems confronting the American economic, legal, and political systems.		28	52.2
GOAL 2: Knowledge of the rights and an understanding of the obligations of responsible citizenship.		32	52.4
GOAL 3: Understand how and why individuals and groups make economic decisions.		30	53.8
GOAL 4: Features of the United States' economic system.		33	53.2
GOAL 5: Factors influencing the United States' economy.		34	54.1
GOAL 6: Understand the function and importance of the constitutions of North Carolina and the United States.		32	54.7
GOAL 7: Know the structure and functions of local, state, and national governments and understand their relationship.		30	53.8
GOAL 8: Understand why laws are needed and how they are enacted, implemented, and enforced.		33	54.2
GOAL 9: Understand how political and legal systems provide for balancing competing interests and resolving conflicts.		30	54.1
GOAL 10: Understand the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems.		15	54.0
Economics		157	54.5
Law and Government		140	56.1

NUMBER OF STUDENTS TAKING FORM	A	F	G
	30,264	30,060	30,103

Notes: *Form A contains 100 scored questions. Form F has 99 and form G has 98.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 24. 2002-03 End-of-Course Goal Summary Report
English I

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ENGLISH 1	57.7	99,573	72	
GOAL 1: Express reflections and reactions to print and non-print text and personal experiences.				
*Obj 1.1: Narrate personal experiences that offer: scenes and incidents located in place/time, vivid impressions of being in setting, sense of narrator's personal voice.			5	71.8
GOAL 2: Explain meaning, describe processes, and answer research questions to inform an audience.				
* Obj 2.1: Demonstrate the ability to read and listen to explanatory texts: comprehension of main ideas, summarize major steps, determine clarity and accuracy of text.			21	58.7
GOAL 3: Examine argumentation and develop informed opinions.			9	69.5
Obj 3.1: Study argument by examining: relevant reasons and evidence; style, tone, and use of language for effect; rhetorical strategies that support proposals; personal, social, historical, or cultural influences and biases.			5	68.1
Obj 3.3: Support that informed opinion using: relevant reasons; evidence (experience or facts); appropriate language; awareness of possible concerns, counterarguments.			3	70.2
GOAL 4: Create and use standards to critique communication.			19	56.0
Obj 4.2: Read and critique various genres by: using preparation, engagement and reflection strategies; use standards to evaluate aspects of work or work as a whole; judge impact of different stylistic and literary devices.			17	57.3
GOAL 5: Understand various literary genres, concepts, elements and terms.				
*Obj 5.1: Read and analyze various literary works.			79	64.0
GOAL 6: Apply conventions of grammar and language usage.			83	69.1
Obj 6.1: Understand conventional written and spoken expressions.			41	68.9
Obj 6.2: Discern and correct errors in spoken and written English.			42	68.9

	A	B	C
NUMBER OF STUDENTS TAKING FORM	33,294	33,123	33,156

Notes: *All tested items for goals 1, 2, and 5 belong to one objective.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 25. 2002-03 End-of-Course Goal Summary Report
Geometry

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
GEOMETRY	61.2	72,171	72	
GOAL 2: Use properties of geometric figures to solve problems and write proofs.			248	60.5
Obj 2.3: Find the length and midpoint of a segment in two or three dimensions to solve problems.			12	72.0
Obj 2.5: Use the structure (definitions, postulates, theorems, properties) of deductive reasoning to solve problems			12	67.3
Obj 2.7: Write direct and indirect proofs.			12	62.8
Obj 2.8: Use properties, definitions, and theorems of angles and lines to solve problems and write proofs.			24	72.1
Obj 2.9: Use properties, definitions, and theorems of polygons.			16	52.8
Obj 2.10: Identify and model regular and non-regular polyhedra.			8	67.6
Obj 2.11: Use coordinate geometry to confirm properties of polygons.			16	63.7
Obj 2.12: Properties of quadrilaterals to solve problems/ write proofs.			12	59.0
Obj 2.13: Properties of triangles: similar, congruent, isosceles, equilateral triangles; relationships of corresponding parts of triangles; altitudes, bisectors, medians.			24	62.2
Obj 2.14: Properties of triangles: interior/exterior angles; segment joining midpoints of sides; segments divided proportionally.			12	70.1
Obj 2.15: Properties of right triangles: geometric mean; Pythagorean Theorem and its converse; special right triangles, definitions of sine, cosine, and tangent.			28	57.8
Obj 2.16: Properties of circles: definition of circle; equations of circle, center, radius length; congruent and concentric circles, and their common tangents; inscribed figures.			24	49.5
Obj 2.17: Properties of circles: arcs and angles; chords, tangents, secants, and radii of a circle.			12	62.4
Obj 2.19: Use formulas to solve problems related to perimeter, circumference, areas, surface area of geometric figures, and ratios of these parts of similar figures.			20	50.6
GOAL 3: Solve problems with geometric figures on a coordinate plane.			28	47.3
Obj 3.1: Use slopes to determine if two lines are parallel or perpendicular.			8	48.5
Obj 3.2: Write the equation of a line parallel or perpendicular to a given line through a point.			8	41.5
Obj 3.3: Transform polygons in the coordinate plane; describe transformation in simple algebraic terms.			12	50.4
GOAL 4: Use geometric figures to solve problems with probability.			12	54.6

NUMBER OF STUDENTS TAKING FORM	A	B	C	D
	16,081	24,076	8,225	23,789

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 26. 2002-03 End-of-Course Goal Summary Report
Physical Science

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
PHYSICAL SCIENCE	56.2	46,606	86	
GOAL 1: Construct an understanding of mechanics.			48	54.6
Obj 1.1: Analyze uniform and accelerated motion.			18	55.7
Obj 1.2: Forces and their relationship to motion, Newton's Three Laws of Motion.			15	54.3
Obj 1.3: Analyze conservation of energy and work: power, kinetic and potential energy, conservation of mechanical energy.			15	53.7
GOAL 2: Build an understanding of thermal energy.			24	52.9
Obj 2.1: Relation of molecular motion to temperature and phase changes: thermal energy, expansion/contraction, specific heat, temperature, heats of fusion and vaporization.			9	58.0
Obj 2.2: Conservation of total amount of energy in a closed system First Law of Thermodynamics.			6	58.1
Obj 2.3: Analyze the Second Law of Thermodynamics: heat will not flow spontaneously from a cold to hot body.			9	44.2
GOAL 3: Construct an understanding of electricity and magnetism.			36	51.3
Obj 3.2: Electrical charging by friction, induction, or conduction.			9	35.3
Obj 3.3: Direct current electrical circuits: electrical potential difference, resistance, Ohm's Law, simple direct current, series circuit, and parallel circuit.			9	52.2
Obj 3.4: Magnetism and relation to movement of electrical charge.			12	57.9
GOAL 4: Understand wave motion and the wave nature of sound and light.			15	53.1
Obj 4.1: Characteristics of waves: wavelength, frequency, period, amplitude.			9	54.8
GOAL 5: Understand the structure and properties of matter.			54	48.0
Obj 5.1: Development of current atomic theory: Dalton, Bohr, J.J. Thomson, Rutherford.			9	41.0
Obj 5.2: The nature of atomic structure: protons, neutrons, electrons, atomic mass, atomic number, isotopes.			12	54.7
Obj 5.3: Radioactivity and its application as an energy source.			6	40.8
Obj 5.4: Use physical properties in identifying substances: density specific heat, melting point, boiling point.			9	45.4
Obj 5.5: Formation of simple inorganic compounds from elements.			6	42.3
Obj 5.6: Periodic trends in elements physical/chemical properties.			12	54.9
GOAL 6: Understand regularities of chemistry.			81	48.9
Obj 6.1: Common chemical reactions (ex. oxidation, reduction).			6	47.3
Obj 6.2: Identify reactants, products, and balance simple equations.			18	57.2
Obj 6.3: Measure temperature, pressure, and volume of gases (Boyle's Law, Charles' Law).			9	38.6
Obj 6.4: Analyze aqueous solutions and solubility.			21	54.2
Obj 6.5: Indicators of chemical change (ex. precipitates, gases).			15	47.8
Obj 6.6: Composition of strong/weak solutions of acids or bases: degree of dissociation or ionization, pH, concentration, strength electrical conductivity.			12	36.9

NUMBER OF STUDENTS TAKING FORM	H	I	J
	15,605	15,493	15,508

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 27. 2002-03 End-of-Course Goal Summary Report
Physics

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
PHYSICS	60.6	10,776	70	
GOAL 1: Build an understanding of physical motion.			27	67.7
Obj 1.1: Velocity as a rate of change of position.			6	79.7
Obj 1.2: Speed and velocity as scalar and vector quantities.			6	54.8
Obj 1.4: Acceleration as rate of change in velocity.			6	75.9
Obj 1.5: Analyze graphically and mathematically the relationships among position, velocity, acceleration, and time.			6	64.6
GOAL 2: Understand two-dimensional motion.			15	53.8
Obj 2.1: Projectile and circular two-dimensional motion in a defined frame of reference.			6	54.4
GOAL 3: Understand forces.			21	57.7
Obj 3.1: Conditions required to maintain body in state of static equilibrium.			6	65.6
Obj 3.2: Nature and magnitude of gravitational forces (Newton's Law of Universal Gravitation).			6	44.7
Obj 3.4: Nature of centripetal forces.			6	65.1
GOAL 4: Understand Newton's Laws of Motion.			21	64.9
Obj 4.1: Newton's 1st Law of Motion, The Law of Inertia.			9	71.6
Obj 4.2: Newton's 2nd Law (force/mass of body produce acceleration).			6	68.1
Obj 4.3: Newton's 3rd Law (forces as interactions between bodies).			6	51.5
GOAL 5: Understand nature of mechanical energy.			21	59.3
Obj 5.3: Principle of conservation of mechanical energy.			6	64.8
Obj 5.4: Transfer of mechanical energy through work.			9	48.0
GOAL 6: Understand impulse and momentum.			15	57.8
GOAL 7: Understand wave motion and the wave nature of sound and light.			42	58.2
Obj 7.1: Character of waves (wavelength/frequency/period/amplitude).			12	70.5
Obj 7.2: Behavior of waves in various media.			6	57.7
Obj 7.3: Behavior of waves at media boundaries (reflection/refraction).			12	52.5
Obj 7.4: Analyze the diffraction of waves.			6	49.5
GOAL 8: Understand basic elementary principles of thermodynamics.			12	65.4
Obj 8.2: Conservation of energy using First Law of Thermodynamics.			6	70.8
GOAL 9: Understand static electricity.			12	43.3
Obj 9.1: Coulomb's Law: inverse square relationship among force, charge, and distance.			6	43.2
GOAL 10: Understand direct current electrical circuits.			24	64.4
Obj 10.1: Relationship among potential difference, current, and resistance in a direct current circuit.			9	71.6
Obj 10.2: Relationship among current, voltage, and resistance in series and parallel circuits.			9	59.0
Obj 10.3: Nature of power in an electrical circuit.			6	61.8

NUMBER OF STUDENTS TAKING FORM	F	G	H
	3,591	3,598	3,587

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 28. 2002-03 End-of-Course Goal Summary Report
U.S. History

	Number of Observations	Number of Items /Area	Scale Score Mean
The 1995 State average of 56.2 is the point of comparison for U.S. History scale scores.	79,106	100/99*	57.4
GOAL 1: Analyze elements in the American colonial experience that led to separation from England.		35	54.5
GOAL 2: Apply ideas of self-government as expressed in America's founding documents.		40	55.4
GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815).		30	54.4
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850.		49	55.5
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.		35	54.0
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries.		30	54.5
GOAL 7: Analyze the causes and effects of the United States' involvement in international affairs.		49	54.5
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s.		40	54.8
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era.		50	56.3
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century.		50	57.0
GOAL 11: Analyze changes in American political life in the last half-century.		50	55.9
GOAL 12: Evaluate the conduct of United States' foreign policy over the last half-century.		40	56.8

NUMBER OF STUDENTS TAKING FORM	S	T	V	W*	X*
	8,152	124	26,429	26,158	18,243

Notes: *Forms W and X contain 99 scored questions; the other forms have 100.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 29. 2002-03 End-of-Course Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES	107,032
MEAN	62.5
STANDARD DEVIATION	9.8
VARIANCE	97.0

HIGH SCORE	96
LOW SCORE	31

2003 STATE PERCENTILES	SCALE SCORE
90	75.47
75	69.31
50 (MEDIAN)	62.32
25	55.34
10	49.73

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
96	32	107032	0.03	100.00	99
95	19	107000	0.02	99.97	99
94	39	106981	0.04	99.95	99
93	39	106942	0.04	99.92	99
92	40	106903	0.04	99.88	99
91	96	106863	0.09	99.84	99
90	74	106767	0.07	99.75	99
89	169	106693	0.16	99.68	99
88	209	106524	0.20	99.53	99
87	105	106315	0.10	99.33	99
86	398	106210	0.37	99.23	99
85	324	105812	0.30	98.86	99
84	402	105488	0.38	98.56	99
83	437	105086	0.41	98.18	99
82	719	104649	0.67	97.77	98
81	870	103930	0.81	97.10	98
80	947	103060	0.88	96.29	97
79	1053	102113	0.98	95.40	97
78	1224	101060	1.14	94.42	96
77	2093	99836	1.96	93.28	95
76	1351	97743	1.26	91.32	94
75	1897	96392	1.77	90.06	93
74	2094	94495	1.96	88.29	91
73	2180	92401	2.04	86.33	90
72	2959	90221	2.76	84.29	88
71	2527	87262	2.36	81.53	86
70	3846	84735	3.59	79.17	83
69	3294	80889	3.08	75.57	80
68	2779	77595	2.60	72.50	77
67	4369	74816	4.08	69.90	74
66	3740	70447	3.49	65.82	70
65	3109	66707	2.90	62.32	67
64	4752	63598	4.44	59.42	63
63	4738	58846	4.43	54.98	59
62	3299	54108	3.08	50.55	55
61	4080	50809	3.81	47.47	51
60	4996	46729	4.67	43.66	46
59	4012	41733	3.75	38.99	42
58	3236	37721	3.02	35.24	38
57	4631	34485	4.33	32.22	34
56	2362	29854	2.21	27.89	30
55	4578	27492	4.28	25.69	26
54	2260	22914	2.11	21.41	23
53	2890	20654	2.70	19.30	20
52	2957	17764	2.76	16.60	17
51	2627	14807	2.45	13.83	14
50	1923	12180	1.80	11.38	12
49	1727	10257	1.61	9.58	10
48	1683	8530	1.57	7.97	8
47	1543	6847	1.44	6.40	6
46	1311	5304	1.22	4.96	5

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 29. 2002-03 End-of-Course Distribution of Scale Scores Algebra I (continued)

NUMBER OF STUDENTS WITH VALID SCORES	107,032
MEAN	62.5
STANDARD DEVIATION	9.8
VARIANCE	97.0

HIGH SCORE	96
LOW SCORE	31

2003 STATE PERCENTILES	SCALE SCORE
90	75.47
75	69.31
50 (MEDIAN)	62.32
25	55.34
10	49.73

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
45	1076	3993	1.01	3.73	4
44	860	2917	0.80	2.73	3
43	649	2057	0.61	1.92	2
42	475	1408	0.44	1.32	1
41	350	933	0.33	0.87	1
40	249	583	0.23	0.54	1
39	185	334	0.17	0.31	1
38	59	149	0.06	0.14	1
37	46	90	0.04	0.08	1
36	9	44	0.01	0.04	1
LESS THAN 36	35	35	0.03	0.03	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 30. 2002-03 End-of-Course Distribution of Scale Scores
Algebra II

NUMBER OF STUDENTS WITH VALID SCORES	61,447
MEAN	65.8
STANDARD DEVIATION	10.2
VARIANCE	103.4

HIGH SCORE	102
LOW SCORE	33

2003 STATE PERCENTILES	SCALE SCORE
90	79.14
75	72.64
50 (MEDIAN)	65.55
25	58.54
10	52.72

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
102	2	61447	0.00	100.00	99
101	5	61445	0.01	100.00	99
99	20	61440	0.03	99.99	99
97	44	61420	0.07	99.96	99
95	74	61376	0.12	99.88	99
93	132	61302	0.21	99.76	99
91	197	61170	0.32	99.55	99
90	172	60973	0.28	99.23	99
89	116	60801	0.19	98.95	99
88	341	60685	0.55	98.76	99
87	279	60344	0.45	98.20	99
86	454	60065	0.74	97.75	99
85	191	59611	0.31	97.01	98
84	559	59420	0.91	96.70	98
83	685	58861	1.11	95.79	97
82	715	58176	1.16	94.68	96
81	859	57461	1.40	93.51	96
80	917	56602	1.49	92.12	95
79	1069	55685	1.74	90.62	94
78	1181	54616	1.92	88.88	92
77	1197	53435	1.95	86.96	90
76	1353	52238	2.20	85.01	89
75	1391	50885	2.26	82.81	87
74	1511	49494	2.46	80.55	85
73	2219	47983	3.61	78.09	82
72	2316	45764	3.77	74.48	79
71	2431	43448	3.96	70.71	75
70	1980	41017	3.22	66.75	72
69	1940	39037	3.16	63.53	69
68	2062	37097	3.36	60.37	66
67	2178	35035	3.54	57.02	62
66	2241	32857	3.65	53.47	59
65	2227	30616	3.62	49.83	55
64	2351	28389	3.83	46.20	51
63	2384	26038	3.88	42.37	48
62	2330	23654	3.79	38.49	44
61	2290	21324	3.73	34.70	40
60	1505	19034	2.45	30.98	36
59	2267	17529	3.69	28.53	33
58	2215	15262	3.60	24.84	29
57	2016	13047	3.28	21.23	25
56	1284	11031	2.09	17.95	22
55	636	9747	1.04	15.86	20
54	1763	9111	2.87	14.83	18
53	1541	7348	2.51	11.96	15
52	929	5807	1.51	9.45	12
51	448	4878	0.73	7.94	11
50	1088	4430	1.77	7.21	9
49	693	3342	1.13	5.44	7
48	323	2649	0.53	4.31	5
47	739	2326	1.20	3.79	4
46	583	1587	0.95	2.58	3
45	274	1004	0.45	1.63	2
44	293	730	0.48	1.19	1
43	78	437	0.13	0.71	1
42	178	359	0.29	0.58	1
41	88	181	0.14	0.29	1
40	41	93	0.07	0.15	1
LESS THAN 40	52	52	0.08	0.08	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 31. 2002-03 End-of-Course Distribution of Scale Scores
Biology

NUMBER OF STUDENTS WITH VALID SCORES	87,043
MEAN	56.6
STANDARD DEVIATION	7.8
VARIANCE	60.5

HIGH SCORE	85
LOW SCORE	28

2003 STATE PERCENTILES	SCALE SCORE
90	66.47
75	61.90
50 (MEDIAN)	56.84
25	51.36
10	46.34

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
85	1	87043	0.00	100.00	99
83	11	87042	0.01	100.00	99
81	31	87031	0.04	99.99	99
80	52	87000	0.06	99.95	99
79	22	86948	0.03	99.89	99
78	115	86926	0.13	99.87	99
77	109	86811	0.13	99.73	99
76	213	86702	0.24	99.61	99
75	260	86489	0.30	99.36	99
74	369	86229	0.42	99.06	99
73	592	85860	0.68	98.64	98
72	543	85268	0.62	97.96	97
71	588	84725	0.68	97.34	96
70	1401	84137	1.61	96.66	95
69	837	82736	0.96	95.05	93
68	2004	81899	2.30	94.09	92
67	1503	79895	1.73	91.79	89
66	2011	78392	2.31	90.06	86
65	2671	76381	3.07	87.75	83
64	3006	73710	3.45	84.68	79
63	3332	70704	3.83	81.23	74
62	3489	67372	4.01	77.40	70
61	4258	63883	4.89	73.39	64
60	4423	59625	5.08	68.50	59
59	4764	55202	5.47	63.42	54
58	4127	50438	4.74	57.95	49
57	4228	46311	4.86	53.20	44
56	3976	42083	4.57	48.35	39
55	4126	38107	4.74	43.78	33
54	3995	33981	4.59	39.04	29
53	3890	29986	4.47	34.45	26
52	3826	26096	4.40	29.98	22
51	3690	22270	4.24	25.59	18
50	3392	18580	3.90	21.35	15
49	1679	15188	1.93	17.45	13
48	3012	13509	3.46	15.52	11
47	1418	10497	1.63	12.06	9
46	2399	9079	2.76	10.43	7
45	1085	6680	1.25	7.67	6
44	884	5595	1.02	6.43	4
43	1139	4711	1.31	5.41	3
42	1180	3572	1.36	4.10	2
41	551	2392	0.63	2.75	2
40	514	1841	0.59	2.12	1
39	384	1327	0.44	1.52	1
38	408	943	0.47	1.08	1
37	236	535	0.27	0.61	1
36	129	299	0.15	0.34	1
35	103	170	0.12	0.20	1
LESS THAN 35	67	67	0.08	0.08	1

Notes: Data received from LEAs and charter schools after September 10, 2003 not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 32. 2002-03 End-of-Course Distribution of Scale Scores
Chemistry

NUMBER OF STUDENTS WITH VALID SCORES	42,636
MEAN	60.9
STANDARD DEVIATION	8.2
VARIANCE	68.0

HIGH SCORE	90
LOW SCORE	31

2003 STATE PERCENTILES	SCALE SCORE
90	71.42
75	66.50
50 (MEDIAN)	61.10
25	55.20
10	49.91

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
90	1	42636	0.00	100.00	99
89	8	42635	0.02	100.00	99
88	12	42627	0.03	99.98	99
87	12	42615	0.03	99.95	99
86	9	42603	0.02	99.92	99
85	35	42594	0.08	99.90	99
84	48	42559	0.11	99.82	99
83	72	42511	0.17	99.71	99
82	45	42439	0.11	99.54	99
81	116	42394	0.27	99.43	99
80	111	42278	0.26	99.16	99
79	147	42167	0.34	98.90	99
78	203	42020	0.48	98.56	99
77	319	41817	0.75	98.08	98
76	378	41498	0.89	97.33	98
75	505	41120	1.18	96.44	97
74	542	40615	1.27	95.26	96
73	721	40073	1.69	93.99	94
72	901	39352	2.11	92.30	93
71	984	38451	2.31	90.18	91
70	1186	37467	2.78	87.88	89
69	1259	36281	2.95	85.09	86
68	1432	35022	3.36	82.14	83
67	1619	33590	3.80	78.78	80
66	1705	31971	4.00	74.99	76
65	2252	30266	5.28	70.99	72
64	2010	28014	4.71	65.71	68
63	1773	26004	4.16	60.99	63
62	2148	24231	5.04	56.83	59
61	1907	22083	4.47	51.79	55
60	1925	20176	4.51	47.32	50
59	2266	18251	5.31	42.81	45
58	1529	15985	3.59	37.49	40
57	1951	14456	4.58	33.91	36
56	1515	12505	3.55	29.33	31
55	1091	10990	2.56	25.78	28
54	2192	9899	5.14	23.22	24
53	985	7707	2.31	18.08	20
52	929	6722	2.18	15.77	17
51	1118	5793	2.62	13.59	15
50	701	4675	1.64	10.96	12
49	933	3974	2.19	9.32	10
48	581	3041	1.36	7.13	8
47	513	2460	1.20	5.77	6
46	460	1947	1.08	4.57	4
45	378	1487	0.89	3.49	3
44	382	1109	0.90	2.60	2
43	266	727	0.62	1.71	2
42	158	461	0.37	1.08	1
41	141	303	0.33	0.71	1
40	95	162	0.22	0.38	1
LESS THAN 40	67	67	0.16	0.16	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 33. 2002-03 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems

NUMBER OF STUDENTS VALID SCORES	90,427
MEAN	55.6
STANDARD DEVIATION	8.7
VARIANCE	76.4

HIGH SCORE	84
LOW SCORE	21

2003 STATE PERCENTILES	SCALE SCORE
90	66.57
75	61.79
50 (MEDIAN)	55.94
25	49.97
10	43.83

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
84	1	90427	0.00	100.00	99
83	8	90426	0.01	100.00	99
82	2	90418	0.00	99.99	99
81	25	90416	0.03	99.99	99
80	25	90391	0.03	99.96	99
79	30	90366	0.03	99.93	99
78	52	90336	0.06	99.90	99
77	134	90284	0.15	99.84	99
76	172	90150	0.19	99.69	99
75	289	89978	0.32	99.50	99
74	184	89689	0.20	99.18	99
73	453	89505	0.50	98.98	99
72	806	89052	0.89	98.48	99
71	981	88246	1.08	97.59	98
70	1030	87265	1.14	96.50	97
69	1024	86235	1.13	95.36	96
68	2068	85211	2.29	94.23	95
67	1881	83143	2.08	91.94	93
66	2133	81262	2.36	89.86	91
65	2472	79129	2.73	87.51	89
64	3082	76657	3.41	84.77	87
63	2921	73575	3.23	81.36	84
62	3981	70654	4.40	78.13	81
61	3926	66673	4.34	73.73	77
60	3616	62747	4.00	69.39	73
59	3607	59131	3.99	65.39	70
58	3902	55524	4.32	61.40	65
57	3769	51622	4.17	57.09	61
56	4748	47853	5.25	52.92	57
55	3734	43105	4.13	47.67	52
54	4374	39371	4.84	43.54	48
53	3549	34997	3.92	38.70	44
52	3702	31448	4.09	34.78	39
51	3558	27746	3.93	30.68	36
50	2971	24188	3.29	26.75	33
49	2771	21217	3.06	23.46	29
48	2654	18446	2.93	20.40	26
47	2203	15792	2.44	17.46	23
46	1532	13589	1.69	15.03	20
45	2157	12057	2.39	13.33	18
44	1280	9900	1.42	10.95	16
43	1586	8620	1.75	9.53	14
42	832	7034	0.92	7.78	12
41	1215	6202	1.34	6.86	10
40	778	4987	0.86	5.51	9
39	835	4209	0.92	4.65	8
38	780	3374	0.86	3.73	6
37	594	2594	0.66	2.87	5
36	485	2000	0.54	2.21	4
35	533	1515	0.59	1.68	3
34	316	982	0.35	1.09	2

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 33. 2002-03 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems (continued)

NUMBER OF STUDENTS VALID SCORES	90,427
MEAN	55.6
STANDARD DEVIATION	8.7
VARIANCE	76.4

HIGH SCORE	84
LOW SCORE	21

2003 STATE PERCENTILES	SCALE SCORE
90	66.57
75	61.79
50 (MEDIAN)	55.94
25	49.97
10	43.83

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
33	237	666	0.26	0.74	1
32	190	429	0.21	0.47	1
31	113	239	0.12	0.26	1
30	65	126	0.07	0.14	1
29	16	61	0.02	0.07	1
28	14	45	0.02	0.05	1
27	5	31	0.01	0.03	1
26	5	26	0.01	0.03	1
LESS THAN 26	21	21	0.02	0.02	1

Notes: Data received from LEAs and charter schools after August 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 34. 2002-03 End-of-Course Distribution of Scale Scores
English I

NUMBER OF STUDENTS VALID SCORES	99,573
MEAN	57.7
STANDARD DEVIATION	7.6
VARIANCE	58.2

HIGH SCORE	80
LOW SCORE	29

2003 STATE PERCENTILES	SCALE SCORE
90	66.85
75	63.15
50 (MEDIAN)	58.38
25	53.22
10	47.42

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
80	29	99573	0.03	100.00	99
79	17	99544	0.02	99.97	99
78	102	99527	0.10	99.95	99
77	86	99425	0.09	99.85	99
76	216	99339	0.22	99.76	99
74	527	99123	0.53	99.55	99
73	578	98596	0.58	99.02	99
72	282	98018	0.28	98.44	98
71	1184	97736	1.19	98.16	98
70	1368	96552	1.37	96.97	96
69	1709	95184	1.72	95.59	95
68	1965	93475	1.97	93.88	93
67	2900	91510	2.91	91.90	90
66	4049	88610	4.07	88.99	87
65	2537	84561	2.55	84.92	84
64	5654	82024	5.68	82.38	80
63	4803	76370	4.82	76.70	74
62	3908	71567	3.92	71.87	70
61	5845	67659	5.87	67.95	65
60	5777	61814	5.80	62.08	59
59	5542	56037	5.57	56.28	53
58	6117	50495	6.14	50.71	48
57	5078	44378	5.10	44.57	42
56	4781	39300	4.80	39.47	37
55	4433	34519	4.45	34.67	32
54	3964	30086	3.98	30.22	28
53	4412	26122	4.43	26.23	24
52	3369	21710	3.38	21.80	20
51	1550	18341	1.56	18.42	18
50	2931	16791	2.94	16.86	15
49	1773	13860	1.78	13.92	13
48	2033	12087	2.04	12.14	11
47	1159	10054	1.16	10.10	10
46	1429	8895	1.44	8.93	8
45	1304	7466	1.31	7.50	7
44	918	6162	0.92	6.19	6
43	1092	5244	1.10	5.27	5
42	814	4152	0.82	4.17	4
41	646	3338	0.65	3.35	3
40	797	2692	0.80	2.70	2
39	639	1895	0.64	1.90	2
38	379	1256	0.38	1.26	1
37	285	877	0.29	0.88	1
36	353	592	0.35	0.59	1
35	118	239	0.12	0.24	1
34	76	121	0.08	0.12	1
33	27	45	0.03	0.05	1
LESS THAN 33	18	18	0.02	0.02	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 35. 2002-03 End-of-Course Distribution of Scale Scores
Geometry

NUMBER OF STUDENTS WITH VALID SCORES	72,171
MEAN	61.2
STANDARD DEVIATION	9.0
VARIANCE	81.0

HIGH SCORE	93
LOW SCORE	32

2003 STATE PERCENTILES	SCALE SCORE
90	72.81
75	67.35
50 (MEDIAN)	61.18
25	54.87
10	49.13

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
93	3	72171	0.00	100.00	99
91	15	72168	0.02	100.00	99
90	10	72153	0.01	99.98	99
89	61	72143	0.08	99.96	99
88	27	72082	0.04	99.88	99
87	10	72055	0.01	99.84	99
86	95	72045	0.13	99.83	99
85	165	71950	0.23	99.69	99
84	61	71785	0.08	99.47	99
83	257	71724	0.36	99.38	99
82	90	71467	0.12	99.02	99
81	410	71377	0.57	98.90	99
80	254	70967	0.35	98.33	99
79	589	70713	0.82	97.98	98
78	725	70124	1.00	97.16	98
77	466	69399	0.65	96.16	97
76	910	68933	1.26	95.51	96
75	1025	68023	1.42	94.25	95
74	1144	66998	1.59	92.83	94
73	1308	65854	1.81	91.25	93
72	1353	64546	1.87	89.43	91
71	2130	63193	2.95	87.56	89
70	2302	61063	3.19	84.61	87
69	2066	58761	2.86	81.42	85
68	2213	56695	3.07	78.56	82
67	2390	54482	3.31	75.49	79
66	3007	52092	4.17	72.18	76
65	3048	49085	4.22	68.01	72
64	3067	46037	4.25	63.79	69
63	2957	42970	4.10	59.54	64
62	2724	40013	3.77	55.44	60
61	3724	37289	5.16	51.67	56
60	2934	33565	4.07	46.51	51
59	2855	30631	3.96	42.44	47
58	2806	27776	3.89	38.49	43
57	2935	24970	4.07	34.60	38
56	2508	22035	3.48	30.53	34
55	2348	19527	3.25	27.06	30
54	2350	17179	3.26	23.80	27
53	2165	14829	3.00	20.55	23
52	2133	12664	2.96	17.55	19
51	1274	10531	1.77	14.59	17
50	1302	9257	1.80	12.83	14
49	1978	7955	2.74	11.02	12
48	1237	5977	1.71	8.28	9
47	927	4740	1.28	6.57	7
46	1036	3813	1.44	5.28	6
45	658	2777	0.91	3.85	4
44	679	2119	0.94	2.94	3
43	441	1440	0.61	2.00	2
42	348	999	0.48	1.38	1
41	276	651	0.38	0.90	1
40	132	375	0.18	0.52	1
39	120	243	0.17	0.34	1
38	87	123	0.12	0.17	1
37	22	36	0.03	0.05	1
36	8	14	0.01	0.02	1
LESS THAN 36	6	6	0.01	0.01	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table. Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 36. 2002-03 End-of-Course Distribution of Scale Scores
Physical Science

NUMBER OF STUDENTS WITH VALID SCORES	46,606
MEAN	56.2
STANDARD DEVIATION	7.8
VARIANCE	60.2

HIGH SCORE	84
LOW SCORE	30

2003 STATE PERCENTILES	SCALE SCORE
90	66.28
75	61.62
50 (MEDIAN)	56.36
25	50.76
10	45.71

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
84	6	46606	0.01	100.00	99
83	4	46600	0.01	99.99	99
82	10	46596	0.02	99.98	99
81	12	46586	0.03	99.96	99
80	22	46574	0.05	99.93	99
79	29	46552	0.06	99.88	99
78	32	46523	0.07	99.82	99
77	54	46491	0.12	99.75	99
76	86	46437	0.18	99.64	99
75	141	46351	0.30	99.45	99
74	120	46210	0.26	99.15	99
73	203	46090	0.44	98.89	99
72	382	45887	0.82	98.46	98
71	316	45505	0.68	97.64	97
70	495	45189	1.06	96.96	97
69	706	44694	1.51	95.90	95
68	809	43988	1.74	94.38	94
67	996	43179	2.14	92.65	92
66	1068	42183	2.29	90.51	90
65	1244	41115	2.67	88.22	88
64	1453	39871	3.12	85.55	85
63	1863	38418	4.00	82.43	81
62	1822	36555	3.91	78.43	77
61	1950	34733	4.18	74.52	73
60	2214	32783	4.75	70.34	69
59	2344	30569	5.03	65.59	65
58	2065	28225	4.43	60.56	60
57	2479	26160	5.32	56.13	55
56	2707	23681	5.81	50.81	50
55	1791	20974	3.84	45.00	45
54	2389	19183	5.13	41.16	41
53	1847	16794	3.96	36.03	37
52	2300	14947	4.93	32.07	32
51	1338	12647	2.87	27.14	28
50	2058	11309	4.42	24.27	24
49	1654	9251	3.55	19.85	20
48	1125	7597	2.41	16.30	17
47	1062	6472	2.28	13.89	15
46	951	5410	2.04	11.61	12
45	1051	4459	2.26	9.57	10
44	943	3408	2.02	7.31	8
43	746	2465	1.60	5.29	5
42	432	1719	0.93	3.69	4
41	372	1287	0.80	2.76	3
40	290	915	0.62	1.96	2
39	359	625	0.77	1.34	1
38	97	266	0.21	0.57	1
37	107	169	0.23	0.36	1
36	28	62	0.06	0.13	1
LESS THAN 36	34	34	0.07	0.07	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 37. 2002-03 End-of-Course Distribution of Scale Scores
Physics

NUMBER OF STUDENTS WITH VALID SCORES	10,776
MEAN	60.6
STANDARD DEVIATION	9.4
VARIANCE	87.6

HIGH SCORE	90
LOW SCORE	23

2003 STATE PERCENTILES	SCALE SCORE
90	72.67
75	67.15
50 (MEDIAN)	60.54
25	54.66
10	48.40

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
90	2	10776	0.02	100.00	99
89	5	10774	0.05	99.98	99
87	13	10769	0.12	99.94	99
85	16	10756	0.15	99.81	99
84	14	10740	0.13	99.67	99
83	46	10726	0.43	99.54	99
82	41	10680	0.38	99.11	99
81	22	10639	0.20	98.73	99
80	44	10617	0.41	98.52	98
79	93	10573	0.86	98.12	98
78	83	10480	0.77	97.25	97
77	117	10397	1.09	96.48	96
76	73	10280	0.68	95.40	95
75	155	10207	1.44	94.72	94
74	172	10052	1.60	93.28	93
73	220	9880	2.04	91.69	91
72	283	9660	2.63	89.64	89
71	188	9377	1.74	87.02	87
70	297	9189	2.76	85.27	84
69	294	8892	2.73	82.52	81
68	399	8598	3.70	79.79	78
67	337	8199	3.13	76.09	75
66	337	7862	3.13	72.96	71
65	376	7525	3.49	69.83	67
64	395	7149	3.67	66.34	63
63	436	6754	4.05	62.68	59
62	572	6318	5.31	58.63	55
61	374	5746	3.47	53.32	51
60	480	5372	4.45	49.85	47
59	592	4892	5.49	45.40	42
58	346	4300	3.21	39.90	38
57	339	3954	3.15	36.69	35
56	469	3615	4.35	33.55	31
55	540	3146	5.01	29.19	26
54	264	2606	2.45	24.18	22
53	294	2342	2.73	21.73	20
52	261	2048	2.42	19.01	17
51	260	1787	2.41	16.58	15
50	224	1527	2.08	14.17	12
49	206	1303	1.91	12.09	10
48	203	1097	1.88	10.18	8
47	169	894	1.57	8.30	7
46	100	725	0.93	6.73	6
45	51	625	0.47	5.80	5
44	137	574	1.27	5.33	4
43	127	437	1.18	4.06	3
42	73	310	0.68	2.88	2
41	65	237	0.60	2.20	2
40	53	172	0.49	1.60	1
39	28	119	0.26	1.10	1
38	23	91	0.21	0.84	1
37	14	68	0.13	0.63	1
36	22	54	0.20	0.50	1
LESS THAN 36	32	32	0.30	0.30	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 38. 2002-03 End-of-Course Distribution of Scale Scores
U.S. History

NUMBER OF STUDENTS WITH VALID SCORES	79,106
MEAN	57.4
STANDARD DEVIATION	8.4
VARIANCE	71.2

HIGH SCORE	88
LOW SCORE	25

2003 STATE PERCENTILES	SCALE SCORE
90	68.34
75	63.27
50 (MEDIAN)	57.56
25	51.54
10	46.42

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
88	1	79106	0.00	100.00	99
87	1	79105	0.00	100.00	99
86	3	79104	0.00	100.00	99
85	4	79101	0.01	99.99	99
84	6	79097	0.01	99.99	99
83	23	79091	0.03	99.98	99
82	31	79068	0.04	99.95	99
81	44	79037	0.06	99.91	99
80	117	78993	0.15	99.86	99
79	106	78876	0.13	99.71	99
78	137	78770	0.17	99.58	99
77	174	78633	0.22	99.40	99
76	382	78459	0.48	99.18	99
75	315	78077	0.40	98.70	99
74	736	77762	0.93	98.30	99
73	489	77026	0.62	97.37	98
72	1125	76537	1.42	96.75	98
71	1022	75412	1.29	95.33	97
70	1187	74390	1.50	94.04	96
69	1693	73203	2.14	92.54	94
68	1942	71510	2.45	90.40	92
67	1774	69568	2.24	87.94	90
66	2087	67794	2.64	85.70	88
65	2477	65707	3.13	83.06	85
64	3175	63230	4.01	79.93	82
63	3112	60055	3.93	75.92	78
62	3675	56943	4.65	71.98	74
61	3362	53268	4.25	67.34	70
60	3431	49906	4.34	63.09	66
59	3533	46475	4.47	58.75	61
58	3604	42942	4.56	54.28	57
57	3634	39338	4.59	49.73	52
56	3657	35704	4.62	45.13	48
55	2943	32047	3.72	40.51	44
54	3569	29104	4.51	36.79	39
53	3574	25535	4.52	32.28	35
52	2280	21961	2.88	27.76	30
51	2879	19681	3.64	24.88	27
50	2596	16802	3.28	21.24	23
49	2197	14206	2.78	17.96	20
48	1929	12009	2.44	15.18	17
47	2052	10080	2.59	12.74	15
46	1511	8028	1.91	10.15	12
45	1062	6517	1.34	8.24	10
44	1002	5455	1.27	6.90	8
43	1432	4453	1.81	5.63	6
42	600	3021	0.76	3.82	5
41	557	2421	0.70	3.06	4
40	442	1864	0.56	2.36	3
39	404	1422	0.51	1.80	2
38	363	1018	0.46	1.29	1
37	255	655	0.32	0.83	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 38. 2002-03 End-of-Course Distribution of Scale Scores
U.S. History (continued)

NUMBER OF STUDENTS WITH VALID SCORES	79,106
MEAN	57.4
STANDARD DEVIATION	8.4
VARIANCE	71.2

HIGH SCORE	88
LOW SCORE	25

2003 STATE PERCENTILES	SCALE SCORE
90	68.34
75	63.27
50 (MEDIAN)	57.56
25	51.54
10	46.42

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
36	130	400	0.16	0.51	1
35	94	270	0.12	0.34	1
34	96	176	0.12	0.22	1
33	33	80	0.04	0.10	1
32	31	47	0.04	0.06	1
31	6	16	0.01	0.02	1
30	4	10	0.01	0.01	1
LESS THAN 30	6	6	0.01	0.01	1

Notes: Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 39. 2002-03 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=96)

State	Mean Score[†]	2003 LEA Performance
	80.7	Lake Norman**
	…	
	78.7	F Delany New School**
	…	
	75.5	Magellan**
	…	
	73.9	Quest Academy**
	…	
	73.1	Orange Charter**
	…	
	70.5	Gray Stone Day**, Polk
	…	
	69.9	Exploris**
	69.7	Mount Airy City
	…	
	69.3	Metrolina**
	…	
	68.9	Brevard Academy**
	68.7	Clay
	68.5	Ashe, Transylvania
	…	
	68.1	Craven, Surry
	67.9	Rocky Mount Charter**
	…	
	67.5	Moore
	67.3	River Mill Academy**
	67.1	Haywood
	…	
	66.7	Buncombe, Watauga
	66.5	Bethany Community**, Chapel Hill-Carrboro City
	66.3	American Ren. Middle**, Arapahoe Charter**, Henderson, Scotland, Union, Vance Charter**, Wake
	…	
	65.9	Asheville City, Edenton/Chowan
	65.7	Cabarrus, Sterling Montessori**
	65.5	Catawba, Elkin City, Gates, Greensboro Academy**, Newton Conover City
	65.3	Alexander, Asheboro City, Rutherford, Stanly
	65.1	Carteret, Johnston, Pender, Wilkes
	64.9	Guilford Charter**
	64.7	Kings Mountain City
	64.5	Alleghany, Burke
	64.3	Beaufort, Jackson, Kannapolis City, Perquimans, Yadkin
	64.1	Caldwell, Camden, Davie, Macon, Mooresville City, Orange, Pitt
	63.9	Currituck, Greene, Hickory City
	63.7	Franklin Academy**, Raleigh Charter HS**
	63.5	Cherokee, Davidson, Forsyth Academies**, MAST**, New Hanover, Shelby City
	63.3	Avery, Madison, Martin, Yancey
	63.1	Gaston, Lee, Onslow, Pamlico
	62.9	Dare, Hyde, Lincoln, McDowell, Randolph, Rowan-Salisbury, Stokes
	62.7	Cleveland, Clinton City, Kestrel Heights**, Person, Wayne
2002,**2003 State**	62.5	Evergreen Community**, Iredell-Statesville, Thomasville City
	62.3	Lenoir
	62.1	Graham, Granville, Rockingham, Sampson, Winston-Salem/Forsyth
	61.9	Franklin
	61.7	Alamance-Burlington, Jones, Swain, Wilson
	…	
	61.3	Chatham
2001 State	61.1	Laurinburg Charter**
	60.9	Whiteville City
	60.7	Nash-Rocky Mount
	60.5	Harnett, Montgomery, Thomas Jefferson**
	60.3	Downtown Middle**
	60.1	Columbus, Warren, Washington
	59.9	Bladen, Brunswick, Cumberland
	59.7	Durham
2000 State	59.5	Charlotte/Mecklenburg, Roanoke Rapids City
	59.3	Edgecombe, Guilford, Richmond, Robeson, Vance
	59.1	Woods Charter**

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 39. 2002-03 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=96) (continued)

State	Mean Score†	2003 LEA Performance
	58.9	Duplin
	58.7	Bertie, Hoke
	...	
	58.3	Mitchell
1999 State	58.1	Cape Lookout Marine**
	57.9	Crossnore Academy**, Weldon City
	...	
	57.3	Anson
1998 State	57.1	Elizabeth City/Pasquotank, Laurinburg Homework**, Lexington City
	...	
	56.5	Northampton
	56.3	Tyrrell
	56.1	Lincoln Charter**
	...	
1997 State	55.7	
	...	
	55.3	Halifax
1994,1996 State	55.1	
	54.9	Hertford
1995 State	54.7	
	54.5	Community Partners High**
	54.3	East Wake Academy**
	54.1	Caswell
	...	
	53.7	Ann Atwater**
	...	
	53.1	Provisions Academy**
	...	
	52.5	New Century School**
	...	
	51.9	Grandfather Academy**
	...	
	51.3	Clover Garden**
	...	
	50.5	Alpha Academy**, C.G. Woodson**
	...	
	49.5	Crossroads Charter**, Imani Institute**
	...	
	46.9	Kennedy Charter**
	*	Carter Community**, Chatham Charter**, J.H. Baker Jr High**, Lakeside School**, Omuteko Gwamaziima**, Wayne Academy**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 40. 2002-03 End-of-Course Multiple-Choice Test Results
Algebra II -- Mean Scale Score by LEA (Maximum=102)

State	Mean Score†	2003 LEA Performance
	83.3	Gray Stone Day**
	...	
	73.3	Raleigh Charter HS**
	...	
	72.9	Chapel Hill-Carrboro City
	...	
	71.9	Craven
	71.7	Transylvania
	71.5	Burke
	...	
	71.1	Laurinburg Charter**
	70.9	Haywood
	...	
	69.9	Thomasville City, Watauga
	69.7	Buncombe
	69.5	Stanly
	69.3	Iredell-Statesville
	69.1	Wake
	68.9	Henderson, Hickory City, Kestrel Heights**, Madison, Moore, Mount Airy City, Orange, Tyrrell, Yadkin
	68.7	Surry, Wilkes
	68.5	Edenton/Chowan, Johnston, Perquimans, Scotland
	68.3	Alexander, Pitt
	68.1	Graham, Kings Mountain City, Pamlico, Polk
	67.9	Ashe, Onslow
	67.7	Union
	67.5	Avery, Dare
	67.3	Catawba, Rutherford
	67.1	Clay, Elkin City, Hyde, Lee, Yancey
	66.9	Carteret, Shelby City
	66.7	Caldwell, Camden, Currituck, New Hanover
	66.5	Alleghany, Gates, Granville, Rowan-Salisbury, Woods Charter**
	66.3	Newton Conover City, Pender, Stokes
	66.1	Lincoln, Winston-Salem/Forsyth
2003 State	65.9	Asheville City, Cabarrus, Cleveland, Davidson
	65.7	Chatham, Macon, Wilson
	65.5	Beaufort, Davie, Lenoir, Swain
2002 State	65.3	
	65.1	Person
	64.9	Brunswick, Cape Lookout Marine**, Duplin, Durham, Jackson
	64.7	Alamance-Burlington, Franklin, Guilford, Kannapolis City, Randolph, Rockingham
	...	
	64.1	McDowell, River Mill Academy**, Sampson, Wayne
2001 State	63.9	Richmond
	63.7	Cherokee
	63.5	Clinton City, Gaston, Greene, Martin, Montgomery
	63.3	Harnett, Rocky Mount Charter**, Thomas Jefferson**
	63.1	Cumberland, Mooresville City
	62.9	Anson, Charlotte/Mecklenburg, Columbus
	...	
	62.5	Mitchell, Roanoke Rapids City
	62.3	Asheboro City, Robeson
	...	
	61.9	Bertie
	61.7	Bladen, Hoke, Warren
	61.5	Jones
	...	
2000 State	61.1	Edgecombe, Hertford

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 40. 2002-03 End-of-Course Multiple-Choice Test Results
Algebra II -- Mean Scale Score by LEA (Maximum=102) (continued)

State	Mean Score	2003 LEA Performance
	60.7	Caswell, Lexington City
	...	
1999 State	60.1	Community Partners High**
	...	
	59.7	Nash-Rocky Mount, Washington, Whiteville City
	59.5	Vance, Weldon City
	...	
	58.5	Elizabeth City/Pasquotank
	...	
	57.5	Halifax
	...	
	57.1	Lincoln Charter**
	56.9	Northampton
	...	
	55.9	Laurinburg Homework**, New Century School**
	...	
	54.9	Crossroads Charter**
	...	
	54.3	East Wake Academy**
	...	
	49.7	Provisions Academy**
	*	Alpha Academy**, Crossnore Academy**, Franklin Academy**, Kennedy Charter**, Lakeside School**, Metrolina**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 41. 2002-03 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score by LEA (Maximum=85)

State	Mean Score†	2003 LEA Performance
	67.1	Raleigh Charter HS**
	...	
	64.1	Gray Stone Day**
	...	
	62.5	River Mill Academy**
	62.3	Chapel Hill-Carrboro City
	...	
	61.7	Transylvania
	...	
	60.3	Kings Mountain City
	60.1	Newton Conover City, Watauga
	59.9	Carteret, Thomas Jefferson**
	59.7	Wake
	...	
	59.3	Alleghany, Pender, Thomasville City
	59.1	Dare, Woods Charter**
	58.9	Burke, Pitt
	58.7	Cherokee, Craven, Johnston, Yancey
	58.5	Polk, Surry
	58.3	Onslow
	58.1	Alexander, Buncombe, Davie, Hickory City, Macon, Mooresville City, New Hanover
2002 State	57.9	Cabarrus, Stanly, Wilkes
	57.7	Henderson, Mitchell
	57.5	Camden, Catawba, Davidson, Elkin City, Orange, Roanoke Rapids City
	57.3	Currituck, Granville, Jackson, Moore, Rutherford, Swain, Union
	57.1	Asheville City, Haywood, Lincoln, Madison, Mount Airy City, Person, Scotland
2001 State	56.9	Avery, Caldwell, Iredell-Statesville, Wayne
2003 State	56.7	Gaston, Tyrrell, Yadkin
	56.5	Ashe, Durham, Guilford
1998 State	56.3	Franklin Academy**, McDowell
1999,2000 State	56.1	Asheboro City, Brunswick, Chatham, Cleveland, Harnett, Lee, Stokes, Whiteville City, Winston-Salem/Forsyth
1997 State	55.9	Edenton/Chowan, Kannapolis City, Montgomery
	55.7	Duplin, Hyde, Jones
1995,1996 State	55.5	Alamance-Burlington, Charlotte/Mecklenburg, Cumberland, Laurinburg Charter**, Rockingham
	55.3	Clay, Franklin, Lenoir, Randolph, Rowan-Salisbury, Shelby City
	55.1	East Wake Academy**, Edgecombe, Perquimans
	54.9	Graham, Lexington City, Northampton
	54.7	Clinton City, Wilson
	54.5	Martin
	54.3	Columbus, Community Partners High**
	54.1	Gates, Pamlico
	53.9	Beaufort, Elizabeth City/Pasquotank, Richmond, Robeson
	...	
	53.5	Bladen
	53.3	Lincoln Charter**, Sampson, Warren
	53.1	Greene, Nash-Rocky Mount
	52.9	Hoke, Vance
	52.7	Rocky Mount Charter**
	...	
	52.1	Kestrel Heights**
	51.9	Caswell, Washington
	51.7	Anson
	51.5	Alpha Academy**, Hertford
	51.3	Bertie
	...	
	50.7	Weldon City
	50.5	Cape Lookout Marine**, New Century School**
	...	
	50.1	Halifax
	...	
	48.3	C.G. Woodson**, Crossnore Academy**
	...	
	47.3	Provisions Academy**
	...	
	45.5	Lakeside School**
	...	
	44.9	Kennedy Charter**
	...	
	42.1	Crossroads Charter**
	*	Grandfather Academy**, J.H. Baker Jr High**, Laurinburg Homework**, Wayne Academy**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 42. 2002-03 End-of-Course Multiple-Choice Test Results
Chemistry -- Mean Scale Score by LEA (Maximum=90)

State	Mean Score†	2003 LEA Performance
	69.5	Transylvania
	...	
	68.3	Gray Stone Day**
	...	
	67.5	Camden
	...	
	67.1	Chapel Hill-Carrboro City
	...	
	66.3	Scotland
	66.1	Carteret
	65.9	Raleigh Charter HS**, Whiteville City
	65.7	Wilkes
	...	
	65.1	Jackson, Thomasville City
	64.9	Burke
	64.7	Craven, Dare, Mitchell
	...	
	64.3	Catawba
	64.1	Wake
	63.9	Mount Airy City, Union
	63.7	Alleghany, Gates, Mooresville City
	63.5	Durham, Elkin City, Lincoln
	63.3	Ashe, Iredell-Statesville, Johnston, McDowell, Newton Conover City, Onslow, Roanoke Rapids City
	...	
	62.9	Pender, Polk
	62.7	Davie, Hickory City, Lee
	62.5	Henderson, New Hanover, Pitt
	62.3	Alexander, Asheville City, Buncombe, Cabarrus, Moore
	62.1	Greene, Person, Watauga
	61.9	Beaufort, Surry
	61.7	Franklin, Guilford, Hyde, Lexington City, Rowan-Salisbury, Stanly
	61.5	Currituck, Kings Mountain City, Warren
	61.3	Davidson
	61.1	Randolph, Yadkin
2003 State	60.9	Columbus, Granville, Kannapolis City, Orange
	60.7	Chatham, Cherokee, Clinton City, Stokes, Winston-Salem/Forsyth
	60.5	Caldwell, Duplin, Gaston, Montgomery
	60.3	Yancey
2002 State	60.1	Asheboro City, Haywood, Jones, Macon, Madison, Perquimans, Wilson
	59.9	Martin, Rutherford, Tyrrell
	...	
	59.5	Alamance-Burlington, Bladen, Cleveland, Nash-Rocky Mount, Wayne
	59.3	Avery, Harnett
	59.1	Swain, Thomas Jefferson**
2001 State	58.9	Richmond
	58.7	Cumberland, Sampson
	58.5	Brunswick, Elizabeth City/Pasquotank
	58.3	Clay, Lenoir, Robeson
2000 State	58.1	Hoke, Laurinburg Charter**
1999 State	57.9	Edenton/Chowan, Rockingham
	...	
	57.5	Charlotte/Mecklenburg, Edgecombe, Pamlico
	...	
	57.1	Shelby City
	56.9	Anson
	...	
	56.1	Graham
	55.9	Caswell, Washington
	...	
	55.5	Hertford
	...	
	54.7	Bertie, Vance
	54.5	Halifax
	...	
	52.7	Crossroads Charter**
	...	
	50.7	Weldon City
	...	
	49.5	Northampton
	...	
	47.7	New Century School**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Data received from LEAs and charter schools after September 10 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Program.

Table 43. 2002-03 End-of-Course Multiple-Choice Test Results
Economic, Legal, and Political Systems -- Mean Scale Score by LEA (Maximum=89)

State	Mean Score†	2003 LEA Performance
	67.1	Raleigh Charter HS**
	...	
	64.1	Thomas Jefferson**
	...	
	62.5	Woods Charter**
	...	
	61.1	Gray Stone Day**, Swain
	...	
	60.7	Chapel Hill-Carrboro City
	...	
	59.9	Polk
	59.7	Carteret
	59.5	Cherokee, Currituck
	...	
	59.1	Buncombe, Hyde, Transylvania
	...	
	58.5	Avery, Wake, Yancey
	...	
	58.1	Asheville City
	57.9	Alleghany
	57.7	Burke, Davidson, Kings Mountain City, Mooresville City, Rowan-Salisbury
	57.5	Ashe, Edgecombe, Onslow
	57.3	Brunswick, Elkin City, Granville, Madison, Newton-Conover City, Watauga
	57.1	Clay, Montgomery, Orange, Pitt
	56.9	Camden, Craven
	56.7	Henderson, Pender, Union
	56.5	Cabarrus, Catawba, Dare, Graham, Johnston
	56.3	Mount Airy City, Rockingham, Yadkin
	56.1	Columbus, Davie, Guilford, Harnett, Iredell-Statesville, Moore, Randolph
	55.9	Rocky Mount Prep Sch**
2001,2002,**2003 State**	55.7	Lincoln, Scotland, Wayne
	55.5	Asheboro City, Community Partners High**, Gaston, Stanly, Surry, Whiteville City
	55.3	Cumberland, Haywood, Hickory City, Perquimans, Sampson
1999,2000 State	55.1	Clinton City, Crossnore Academy**, Greene, Lenoir, Rutherford
1998 State	54.9	Caldwell, Chatham, Franklin, Macon, Person
	54.7	Beaufort
	54.5	Cleveland, Duplin, McDowell
	54.3	Lee, Mitchell, Winston-Salem/Forsyth
	54.1	Durham, Gates, Jackson, Kannapolis City, River Mill Academy**, Stokes
1997 State	53.9	Elizabeth City/Pasquotank, Roanoke Rapids City
	53.7	Bladen, Charlotte/Mecklenburg, Laurinburg Charter**
	53.5	Alexander, New Century School**
	...	
	53.1	Martin
	52.9	Alamance-Burlington, Bertie, Caswell, Richmond, Wilson
	52.7	New Hanover, Wilkes
	52.5	Hoke
	52.3	Jones, Northampton, Robeson
	52.1	Lexington City, Vance
	51.9	Edenton/Chowan, Halifax
	51.7	Nash-Rocky Mount
	...	
	51.1	Thomasville City, Tyrrell
	...	
	50.7	Anson, Hertford
	...	
	50.1	Shelby City
	...	
	49.7	Warren
	...	
	48.5	Wayne Academy**
	...	
	48.1	Cape Lookout Marine**
	...	
	47.3	J.H. Baker Jr High**, Weldon City
	47.1	Pamlico
	46.9	Alpha Academy**, Washington
	...	
	45.9	Crossroads Charter**
	45.7	Kennedy Charter**
	...	
	45.3	Provisions Academy**
	45.1	C.G. Woodson**, Lakeside School**
	...	
	43.3	Grandfather Academy**
	*	Omuteko Gwamaziima**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after September 10, 2003 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 44. 2002-03 End-of-Course Multiple-Choice Test Results
English I -- Mean Scale Score by LEA (Maximum=80)

State	Mean Score†	2003 LEA Performance
	66.3	Raleigh Charter HS**
	...	
	65.1	Gray Stone Day**
	...	
	64.1	Chapel Hill-Carrboro City
	...	
	63.5	Woods Charter**
	...	
	63.1	Thomas Jefferson**
	...	
	61.5	Clay, Franklin Academy**, Watauga
	...	
	60.7	Transylvania
	60.5	Camden, Wake
	...	
	60.1	Asheville City
	...	
	59.5	Elkin City
	59.3	Alleghany, Ashe, Buncombe, Davidson, Johnston, Pitt
	59.1	Cherokee, Dare, Henderson, Mount Airy City
	58.9	Carteret, Craven, Haywood, Mooresville City
	58.7	Currituck, Graham, New Hanover, Newton-Conover City, Onslow, Orange, Shelby City, Union
	58.5	Cabarrus, Caldwell, Kings Mountain City, Pender
	58.3	Chatham, Clinton City, Jackson, McDowell, Winston-Salem/Forsyth, Yancey
	58.1	Asheboro City, Avery, Jones, Moore, Stanly, Swain
	57.9	Alexander, Burke, Guilford, Laurinburg Homework**, River Mill Academy**, Whiteville City, Wilkes
2003 State	57.7	Catawba, Cleveland, Community Partners High**, Davie, Granville, Iredell-Statesville, Macon, Mitchell, Yadkin
	57.5	Ann Atwater**, Polk, Roanoke Rapids City, Rutherford
	57.3	Brunswick, Charlotte/Mecklenburg, Cumberland, Durham, Guilford Charter**, Hickory City, Lincoln Charter**, Person, Surry, Thomasville City
	57.1	Alamance-Burlington, Duplin, Gaston, Richmond, Rockingham, Rowan-Salisbury
	56.9	Montgomery, Pamlico, Randolph, Wayne
	56.7	Kannapolis City, Lincoln
	56.5	Clover Garden**, Greene, Lee, Stokes, Wilson
	56.3	Bladen, Harnett, Hyde, Martin, Sampson
	56.1	East Wake Academy**, Franklin, Lenoir, New Century School**, Tyrrell
	55.9	Beaufort, Elizabeth City/Pasquotank, Madison, Rocky Mount Prep Sch**, Scotland
2002 State	55.7	Caswell, Edenton/Chowan, Hoke, Nash-Rocky Mount
2000,2001 State	55.5	Gates
	55.3	Columbus
	55.1	Edgecombe, Warren
	54.9	Bethany Community**, Kestrel Heights**, Perquimans
	54.7	Anson, Crossnore Academy**, Vance
1999 State	54.5	Crossroads Charter**
	54.3	J.H. Baker Jr High**
	54.1	Northampton
	...	
1998 State	53.7	Robeson
	...	
1997 State	53.3	
1995,1996 State	53.1	Hertford
	52.9	Halifax, Lexington City, Washington
	52.7	Bertie
	...	
	52.3	Kennedy Charter**, Provisions Academy**
	...	
	51.9	Alpha Academy**, Weldon City
	...	
	50.9	Laurinburg Charter**, Wayne Academy**
	...	
	49.9	Cape Lookout Marine**
	...	
	48.9	C.G. Woodson**
	...	
	48.5	Grandfather Academy**
	...	
	44.5	Lakeside School**
	*	Carter Community**, Omuteko Gwamaziima**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
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Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 45. 2002-03 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=93)

State	Mean Score†	2003 LEA Performance
	80.9	Magellan**
	...	
	74.3	Exploris**
	...	
	70.5	Metrolina**
	...	
	70.1	Gray Stone Day**
	...	
	69.1	Greensboro Academy**, Perquimans
	...	
	68.3	Raleigh Charter HS**
	...	
	66.7	Thomas Jefferson**
	...	
	66.3	Chapel Hill-Carrboro City
	66.1	Polk
	65.9	Transylvania, Yancey
	65.7	Clay
	65.5	Buncombe
	65.3	Henderson
	65.1	Madison
	64.9	Burke, Surry
	64.7	Currituck, Elkin City, Wake
	64.5	Mooresville City
	64.3	Dare, Graham, Mount Airy City
	64.1	Haywood, Watauga
	63.9	Ashe, Cabarrus, Catawba, Woods Charter**
	63.7	Carteret, Moore, Newton-Conover City
	63.5	Alexander, Caldwell, Cleveland, Craven, Franklin Academy**, Stanly
	63.3	Camden, Gates, Hickory City, Pamlico, Pitt, Tyrrell, Union
	63.1	Johnston, Onslow, Rutherford, Wilkes
	62.9	Roanoke Rapids City, Scotland
	62.7	Asheboro City, Lee, New Hanover, Orange, Yadkin
	62.5	Cherokee, Shelby City
	62.3	Alleghany, Davie, Edenton/Chowan, Pender
	62.1	Davidson, Iredell-Statesville, Lincoln
	61.9	Beaufort, Montgomery
	61.7	Chatham
	61.5	Macon, McDowell
2003 State	61.3	Asheville City, River Mill Academy**, Rowan-Salisbury, Swain
	61.1	Mitchell, Randolph, Winston-Salem/Forsyth
	60.9	Granville, Stokes, Wilson
	60.7	Duplin, Gaston, Hyde, Kannapolis City, Kings Mountain City, Lenoir
2002 State	60.5	Franklin, Thomasville City
	60.3	Alamance-Burlington
	60.1	Martin
2001 State	59.9	Harnett, Kestrel Heights**, Rockingham
	59.7	Jackson, Sampson
	59.5	Brunswick, Cape Lookout Marine**, Greene, Lexington City, Wayne
	59.3	Guilford
2000 State	59.1	Clinton City
	58.9	Durham
	58.7	Charlotte/Mecklenburg, Person
1999 State	58.5	Lincoln Charter**
	58.3	Anson, Edgecombe, Robeson
	58.1	Community Partners High**, Cumberland, Nash-Rocky Mount, Whiteville City
	...	
	57.7	Richmond
	...	
	57.3	Elizabeth City/Pasquotank

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
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Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 45. 2002-03 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=93) (continued)

State	Mean Score†	2003 LEA Performance
	57.1	Columbus, New Century School**
	...	
	56.7	Bladen
	...	
	56.3	East Wake Academy**
	56.1	Hertford, Vance
	...	
	55.7	Hoke
	...	
	55.3	Warren
	...	
	54.5	Washington
	...	
	54.1	Bertie
	53.9	Caswell
	...	
	53.3	Laurinburg Homework**
	...	
	52.5	Provisions Academy**
	...	
	52.1	Alpha Academy**
	51.9	Halifax
	51.7	Northampton
	...	
	51.1	Weldon City
	...	
	46.3	Crossroads Charter**
	...	
	42.9	Kennedy Charter**
	*	Clover Garden**, Crossnore Academy**, Grandfather Academy**, Imani Institute**, Jones, Lake Norman**, Lakeside School**, Laurinburg Charter**, Orange Charter**, Rocky Mount Prep Sch**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
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Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 46. 2002-03 End-of-Course Multiple-Choice Test Results
Physical Science -- Mean Scale Score by LEA (Maximum=86)

State	Mean Score†	2003 LEA Performance
	64.7	Kannapolis City
	...	
	62.9	Woods Charter**
	...	
	61.3	Cherokee
	61.1	Carteret
	60.9	Hertford
	...	
	60.5	Stanly
	60.3	Craven, Transylvania
	60.1	Clinton City
	59.9	Lincoln
	59.7	Ashe, Newton-Conover City
	59.5	Camden, Johnston
	...	
	58.9	Clay, Swain
	58.7	Chapel Hill-Carrboro City, Cleveland, Thomasville City
	58.5	Burke, Union
	...	
	58.1	Pitt, Wayne
	57.9	Alexander, Alleghany, Catawba, Onslow, Rutherford, Scotland
	57.7	Franklin, Pender, Randolph, Surry
	57.5	Caldwell, Dare
	57.3	Buncombe, Henderson, Kings Mountain City, Stokes, Tyrrell
	57.1	Davie, Mitchell
	56.9	Currituck, Wilkes
	56.7	Gates, Madison
	56.5	Davidson, Jackson, Sampson
2003 State	56.3	Gaston, Iredell-Statesville, Mount Airy City, Yancey
	56.1	Cabarrus, Columbus, Greene, Lexington City, Montgomery, Polk
2002 State	55.9	Chatham, Elkin City
	55.7	Guilford, Haywood, McDowell
2001 State	55.5	Beaufort, Duplin, Harnett, Moore
	55.3	Crossnore Academy**, Rowan-Salisbury, Wake, Wilson
	55.1	Laurinburg Charter**, Lee, Richmond
2000 State	54.9	Brunswick, Durham, Robeson
	54.7	Cumberland, Graham, Granville, Jones, New Hanover, Rockingham, Watauga
1999 State	54.5	Person, Wayne Academy**
	54.3	Winston-Salem/Forsyth, Yadkin
	54.1	Bladen, Martin
	53.9	Mooresville City
	53.7	Bertie, Edenton/Chowan, Lenoir
	...	
	53.1	Community Partners High**, Hickory City, Orange, Whiteville City
	52.9	Warren
	...	
	52.5	Northampton
	52.3	Charlotte/Mecklenburg
	52.1	Alamance-Burlington, Pamlico, Weldon City
	...	
	51.7	Asheville City, Elizabeth City/Pasquotank
	51.5	Asheboro City
	51.3	Caswell, New Century School**, Roanoke Rapids City
	51.1	Anson
	50.9	Halifax, Vance
	50.7	Cape Lookout Marine**, Shelby City
	50.5	Hoke
	...	
	48.9	Nash-Rocky Mount
	48.7	Laurinburg Homework**, Washington
	...	
	47.9	Kennedy Charter**, Perquimans
	47.7	Crossroads Charter**
	47.5	Lakeside School**
	...	
	46.1	C.G. Woodson**, Provisions Academy**
	*	Carter Community**, East Wake Academy**, Grandfather Academy**, Hyde, J.H. Baker Jr High**, Macon, Omuteko Gwamaziima**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
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Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 47. 2002-03 End-of-Course Multiple-Choice Test Results
Physics -- Mean Scale Score by LEA (Maximum=91)

State	Mean Score†	2003 LEA Performance
	69.9	Chapel Hill-Carrboro City
	...	
	69.3	Elkin City, Raleigh Charter HS**
	69.1	Transylvania
	...	
	67.3	Clay
	...	
	66.1	Dare
	...	
	65.5	Woods Charter**
	65.3	New Hanover
	65.1	Wilkes
	...	
	64.7	Craven
	...	
	64.3	Moore
	...	
	63.7	Haywood
	63.5	Carteret, Shelby City, Union
	63.3	Davie, Hickory City, Mooresville City
	...	
	62.7	Wake, Yancey
	62.5	Asheboro City, Lincoln
	62.3	Alleghany, Currituck, Guilford
	62.1	Scotland
	61.9	Cabarrus, Durham, Macon, Stokes
	61.7	Winston-Salem/Forsyth
	61.5	Roanoke Rapids City
	61.3	Avery, Clinton City, Duplin, Harnett, Onslow
	61.1	Ashe, Buncombe, Burke, Lee, Pamlico, Watauga
	...	
2002,**2003 State**	60.7	Chatham, Granville, Iredell-Statesville, Stanly, Warren
	60.5	Catawba, Henderson, Madison
	60.3	Alamance-Burlington, Asheville City, Cleveland, Rowan-Salisbury
	60.1	Pitt
	59.9	Charlotte/Mecklenburg, Cherokee, Mount Airy City, Randolph
	59.7	Edgecombe
	59.5	Montgomery
	59.3	Edenton/Chowan, Johnston, McDowell
	59.1	Camden, Gaston, Surry
	58.9	Wayne
	58.7	Alexander, Gates, Kannapolis City
	58.5	Beaufort, Columbus
	...	
	58.1	Davidson, Newton-Conover City, Orange
	57.9	Elizabeth City/Pasquotank
	57.7	Kings Mountain City, Rockingham
	57.5	Brunswick, Jackson
	57.3	Pender
2000,2001 State	57.1	Wilson
1999 State	56.9	Whiteville City
	56.7	Caldwell
	56.5	Greene, Yadkin
	56.3	Lenoir
	56.1	Person
	55.9	Anson, Cumberland, Sampson
	...	
	55.5	Polk
	...	
	55.1	Richmond
	54.9	Robeson
	...	
	54.1	Martin, Nash-Rocky Mount
	...	
	53.7	Bertie, Franklin
	...	
	53.3	Vance
	53.1	Northampton, Washington
	...	
	52.7	Rutherford
	...	
	50.9	Jones
	...	
	49.5	Hoke
	49.3	Halifax
	...	
	48.1	Caswell
	*	Perquimans

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
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Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 48. 2002-03 End-of-Course Multiple-Choice Test Results
U.S. History -- Mean Scale Score by LEA (Maximum=90)

State	Mean Score†	2003 LEA Performance
	67.5	Raleigh Charter HS**
	...	
	64.5	Madison, Thomas Jefferson**
	...	
	62.5	Chapel Hill-Carrboro City
	...	
	61.7	Avery, Transylvania
	...	
	60.7	Henderson
	...	
	60.1	Wake
	...	
	59.7	Burke, Pender
	59.5	Woods Charter**
	59.3	Cleveland, Craven, Yadkin
	59.1	Chatham, Laurinburg Homework**, Lee
	58.9	Buncombe, Johnston, Kannapolis City, Orange
	58.7	Asheville City, Carteret, Davie, Edgecombe, Lincoln, Mitchell, Stanly
	58.5	Camden, Haywood, Kings Mountain City, Montgomery, Moore, Union
	58.3	Graham, Swain
	58.1	Ashe, Durham, Mooresville City, New Hanover, Newton-Conover City
	57.9	Cabarrus, Clay, Gaston, Guilford, Hyde, Pitt, Wilkes
	57.7	Davidson, Macon, Pamlico
2003 State	57.5	Alleghany, Charlotte/Mecklenburg, Watauga, Wilson
	57.3	Clinton City, Granville, Randolph, Sampson, Whiteville City, Winston-Salem/Forsyth
	57.1	Asheboro City, Currituck, Onslow, Surry
	56.9	Beaufort, Bladen, Jackson, Polk, Rutherford, Wayne
1999,2001 State	56.7	Brunswick, Cumberland, Edenton/Chowan, Elkin City, Hickory City, Iredell-Statesville, Scotland
2002 State	56.5	Caldwell, Cherokee, Harnett, Mount Airy City, Rockingham, Yancey
1995,1996,1997,1998 State	56.3	Catawba, Thomasville City, Warren
	56.1	Columbus, Gates, McDowell, Person, Shelby City
2000 State	55.9	
	55.7	Rowan-Salisbury
	55.5	Alamance-Burlington, Alexander, Greene, Roanoke Rapids City, Robeson
	55.3	Lenoir, Richmond
	55.1	Stokes
	54.9	Dare, Duplin
	...	
	54.3	Community Partners High**, Jones, Lexington City, Perquimans
	54.1	Martin
	53.9	Hoke, Nash-Rocky Mount
	...	
	53.3	Franklin, Tyrrell
	53.1	Elizabeth City/Pasquotank, Washington
	...	
	52.3	Northampton
	52.1	Caswell
	51.9	Bertie, Vance
	51.7	Crossnore Academy**
	51.5	Hertford
	...	
	51.1	River Mill Academy**
	50.9	Anson, Kestrel Heights**
	50.7	Provisions Academy**
	50.5	Laurinburg Charter**
	...	
	50.1	East Wake Academy**, Guilford Charter**
	...	
	49.5	Cape Lookout Marine**
	49.3	New Century School**
	49.1	Halifax
	...	
	47.7	Weldon City
	47.5	Wayne Academy**
	47.3	Crossroads Charter**
	...	
	46.9	J.H. Baker Jr High**
	...	
	44.9	Kennedy Charter**
	*	Grandfather Academy**, Lakeside School**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.
*Data are not reported where the number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Data received from LEAs and charter schools after September 10, 2003 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North CarolinaTesting Program.

Appendices

Appendix A

List of North Carolina Charter Schools, 2002-03

List of North Carolina Charter Schools, 2002-03

A Child's Garden School
Alpha Academy
American Renaissance Charter School
American Renaissance Middle School
Ann Atwater Community School
Arapahoe Charter School
Arts Based Elementary
ArtSpace Charter School (formerly Cheshire)
Bethany Community Middle School
Bethel Hill Charter School
Brevard Academy
Bridges
Cape Fear Center for Inquiry
Cape Lookout Marine Science High School
Carter Community School
Chapel Hill Free Academy
Charter Day School
Chatham Charter School
CIS Academy
Clover Garden
Community Partners High
Crossnore Academy
Crossroads Charter High
Dillard Academy
East Wake Academy
East Winston Primary School
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Gaston College Preparatory (GCP)
Grandfather Academy
Gray Stone Day School
Greensboro Academy
Guilford Charter School (formerly Guilford-SABIS)
Haliwa-Saponi Tribal
Healthy Start Academy Charter Elementary School
Highland Charter Public School
Hope Elementary School
Imani Institute Charter School
John H. Baker Jr. High School
Kennedy Charter School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
Metrolina Regional Scholars' Academy
Millennium Charter Academy
Mountain Discovery Charter
New Century School
Omuteko Gwamaziima
Orange Charter School
Phoenix Academy
Piedmont Community School
PreEminent Charter School
Provisions Academy
Quality Education Academy
Queen's Grant Community Schools
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
River Mill Academy (formerly River Mill Charter)
Rocky Mt. Prep. Sch. (formerly Rocky Mt. Public)
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
SPARC Academy
Sterling Montessori Academy
Success Institute
Sugar Creek Charter School
Summit Charter School
The Carter G. Woodson School of Challenge
The Children's Village Academy
The Community Charter School
The Downtown Middle School
The Franklin Academy
The Laurinburg Homework Center Charter School
The Learning Center
The Mountain Community School
The New Dimensions School
The Woods Charter School
Thomas Jefferson Classical Academy
Tiller School
Torchlight Acad. (formerly N.E. Raleigh Charter Acad.)
Union Academy
Vance Charter School
Washington Montessori-A Public Charter School
Wayne County Technical Academy

Appendix B

Test Information Sheets
and
Sample Test Items

North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the grade three pretest are used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade three assesses the reading components of the grade three North Carolina *Standard Course of Study*. The test consists of eight reading selections with three to nine associated questions for each selection. Each student is asked to read five literary selections (two fiction, one nonfiction, one drama, one poem) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study.*

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies like using context clues to determine meaning or summarizing to include main points	38%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	37%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes like comparing/contrasting and understanding the impact of literary elements.	19%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered?

The North Carolina End-of-Grade Test of Reading Comprehension at grade three consists of 50 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,400 students from randomly selected schools across the state. The grade three reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade three reading test the scale scores range from 216-272. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	216-229
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	230-239
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	240-249
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	250-272

Sample Items

The following pages contain a sample selection and sample items that represent the type of material that appears on the North Carolina End-of-Grade Test of Reading Comprehension – Grade 3. The category and objective correspond to the category and curriculum objective that the item is designed to measure. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted form *Dimension of Thinking* by Robert J. Marzano and others. Additional samples can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing/eog .

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Read this selection to learn how the Donkey and the Monkey found out that they were better off than they thought and answer the questions that follow

The Donkey, the Monkey, and the Mole

by Aesop

One day a Donkey and a Monkey were talking together about how unhappy they were.

"My ears are so long that all the animals laugh at me," said the Donkey. "I wish that I had beautiful horns upon my head like the Ox."

"You look well enough," said the Monkey. "But just look at me. Every time I turn my back, the other animals laugh at me."

"Why do the other animals laugh at you?" asked the Donkey. "You look all right to me."

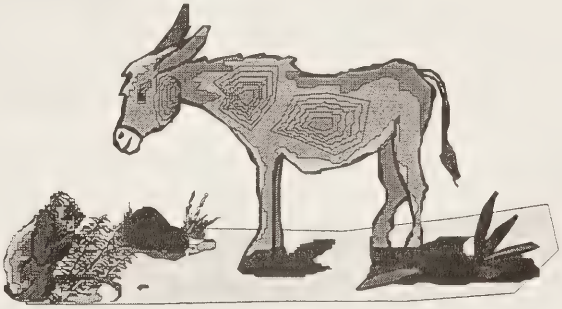
"They laugh at my funny-looking tail," said the Monkey. "Now if I had a great big tail like the Fox, I would be a beautiful animal indeed."

A Mole who had just come out of his hole in the ground had overheard the Donkey and the Monkey talking.

"Hold your tongues, both of you," said the Mole. "You should be thankful for what you have. How would you like to be a Mole? The Moles have no horns at all. The Moles have no tail to speak of. The Moles are nearly blind. The Moles live in the dark under the ground most of the time."

The Donkey and the Monkey said no more about the things they did not have.

We should be satisfied with what we have. There are always others not as well off as ourselves.



"The Donkey, the Monkey, and the Mole" by Aesop from *Aesop's Stories for Pleasure Reading* by Edward W. Dolch.

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1. What lesson did the Mole want his friends to learn?

   A Good things come to those who wait.

   B Good things come in small packages.

   C If at first you do not succeed, try, try again.

   D Be grateful for who you are.

2. Which of the following ***best*** describes what the Donkey and the Monkey were unhappy about?

   A what they had to eat

   B how much work they had

   C where they lived

   D how they looked

3. When the Mole says "Hold your tongues," what is he telling the Donkey and the Monkey to do?

A Stick out their tongues and hold them.

B Stop talking in such an unhappy way.

C Hold each other's tongue.

D Keep on talking to each other.

4. What did the Donkey and the Monkey have in common?

A They both had funny-looking tails.

B They both had long ears.

C They both wanted to be like some other animal.

D They both lived in the dark under the ground.

5. Which of the following statements is true?

A The Donkey wanted a great big tail like the Fox.

B The Mole had more to complain about than the Donkey or the Monkey.

C The Monkey wanted beautiful horns like the Ox.

D The Mole, the Donkey, and the Monkey were all satisfied with how they were.

End of Set

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Answers to
Grade 3 Reading Comprehension Sample Items

Passage Title	Question Number	Correct Answer	Category	Thinking Skill	Objective Number
The Donkey, the Monkey, and the Mole	1	D	Interpretation	Integrating	2.04
The Donkey, the Monkey, and the Mole	2	D	Cognition	Integrating	2.04
The Donkey, the Monkey, and the Mole	3	B	Interpretation	Integrating	2.04
The Donkey, the Monkey, and the Mole	4	C	Critical Stance	Analyzing	3.02
The Donkey, the Monkey, and the Mole	5	B	Interpretation	Generating	2.05

North Carolina End-of-Grade Test—Grade 3 Mathematics

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student's level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The North Carolina End-of-Grade (EOG)—Grade 3 test in mathematics assesses the third grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOG—Grade 3 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 3 test in mathematics is related to one of the third grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 3 mathematics curriculum describe the knowledge and skills that are to be taught in all third grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 3 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 3 Mathematics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will model, identify, and compute with numbers less than 10,000.	40%
2	The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement.	30%
3	The learner will demonstrate an understanding of classification, patterning, and seriation.	15%
4	The learner will demonstrate an understanding of data collection, display, and interpretation.	15%

How is the test administered?

The EOG—Grade 3 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the EOG—Grade 3 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. EOG—Grade 3 tests in mathematics aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test?

The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 3 Mathematics

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	218-237
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	238-245
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	246-254
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	255-276

Sample Items

The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 3 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:
http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/
http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/

Mathematics Curriculum:
http://www.ncpublicschools.org/curriculum

Thinking Skills:
http://www.ncpublicschools.org/accountability/testing/

Additional Mathematics Sample Items:
http://www.ncpublicschools.org/accountability/testing/eog/

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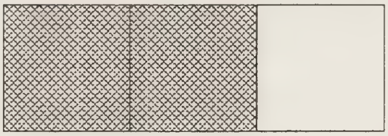
Grade 3 Math Sample Items

Calculator Inactive

1. Objective: 1.06
Thinking Skill: Analyzing

What portion of the figure is shaded?



A $\frac{1}{3}$

B $\frac{1}{2}$

*C $\frac{2}{3}$

D $\frac{2}{1}$

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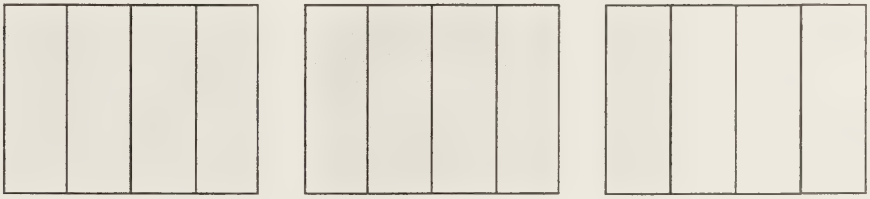
2. Objective: 1.06
Thinking Skill: Analyzing

What mixed number represents the total parts shaded?



A $1\frac{3}{8}$

B $1\frac{5}{8}$

*C $2\frac{1}{4}$

D $2\frac{3}{4}$

Calculator Active

3. Objective: 1.15
Thinking Skill: Applying

Tom's book has 478 pages. Sue's book has 514 pages. Adam's book has 38 more pages than Tom's book. Bob's book has 38 more pages than Sue's book. Whose book has the ***most*** pages?

A Tom's

B Sue's

C Adam's

*D Bob's

4. Objective: 1.15
Thinking Skill: Applying

There are 12 people at a pizza party. Each person gets 3 pieces of pizza. Each pizza has 4 pieces. How many pizzas do they need?

A 3 pizzas

B 4 pizzas

*C 9 pizzas

D 12 pizzas

North Carolina End-of-Grade Test of Reading Comprehension—Grade 5

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student's level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade five assesses the reading components of the grade five North Carolina *Standard Course of Study.* The test consists of eight reading selections with three to nine associated questions for each selection. Each student is asked to read five literary selections (two fiction, one nonfiction, one drama, one poem) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study.*

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 5

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies like using context clues to determine meaning or summarizing to include main points	35%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	39%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes like comparing/contrasting and understanding the impact of literary elements.	20%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered?

The North Carolina End-of-Grade Test of Reading Comprehension at grade five consists of 50 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,400 students from randomly selected schools across the state. The grade five reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade five reading test, the scale scores range from 228-277. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 5

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	228-238
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	239-246
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	247-258
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	259-277

Sample Items

The following pages contain a sample selection and sample items that represent the type of material that appears on the North Carolina End-of-Grade Test of Reading Comprehension – Grade 5. The category and objective correspond to the category and curriculum objective that the item is designed to measure. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted form *Dimension of Thinking* by Robert J. Marzano and others. Additional samples can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing/eog .

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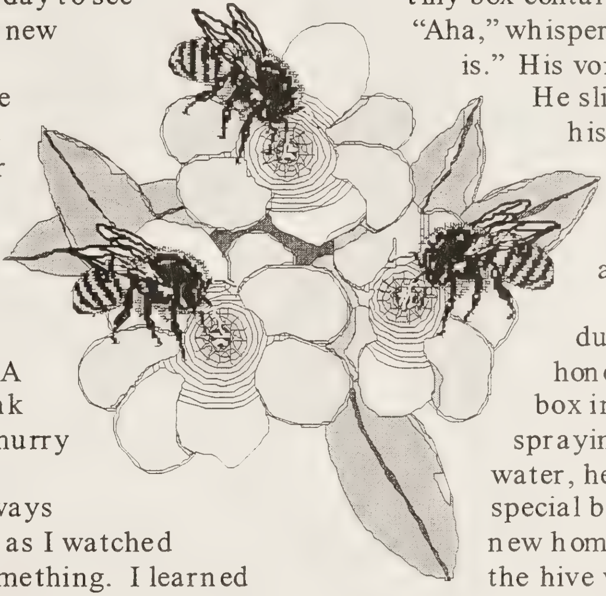
How would you like to take care of bees? Read the following selection and answer the questions that follow.

Watching a Beekeeper

by Joan Davis



I froze in place as a cloud of honeybees buzzed around my head and arms. My only hope was that the big fancy net I was wearing would keep the bees out. You see, my friend Frank is a beekeeper. He not only keeps bees but he loves them, too. I joined him on this warm spring day to see how a beekeeper starts a new hive.

Frank needed some more hives, so he called a nearby bee ranch to order two boxes of bees. A few days later, the buzzing, vibrating boxes arrived at the post office. Each box was filled with more than ten thousand bees. A postal worker called Frank and asked him to please hurry and pick them up!

③ Honeybees had always seemed scary to me. But as I watched Frank work, I learned something. I learned that if you know how to handle bees the right way, beekeeping can be a great hobby.

Frank and I each wore a helmet and a net to protect us from bee stings. We used string to tie our pants around our ankles to keep any lost honeybees from crawling up our legs.

For hives, beekeepers use boxes with narrow wooden frames hanging inside. On each frame is a sheet of thin wax. The honeybees produce more wax from their bodies to make six-sided boxes, called cells, on these sheets. The queen bee lays eggs in some of the cells, and the bees store honey and pollen in others. Each cell is just big enough for a honeybee to squeeze inside.

Frank sprayed sugar water on the mass of bees in the center of the mailing box. For a few minutes, this makes their wings too sticky to fly. Then he reached in for the tiny box containing the queen bee.

"Aha," whispered Frank, "and here she is." His voice was quiet but excited. He slipped the queen's box into his pocket to keep her safe.

The queen is important to the hive, and the other honeybees will attack to protect her.

Moving quietly, he dumped the rest of the honeybees from the mailing box into the hive. After spraying the queen with sugar water, he took her out of the special box and placed her in her new home. He covered the top of the hive with a lid. Then he smiled at me and said, "Not one sting. They must really like you!"

Next, Frank opened a little door at the bottom of the hive. This would let the honeybees fly in and out to gather nectar and pollen for the hive. Honeybees use nectar to make honey. They use honey and pollen as food. Soon the queen would start laying eggs, and the hive would grow. Frank's work for the day was done.

Later in the summer, I saw Frank again. He proudly presented me with a big jar of sweet, tasty honey made by my friends the honeybees.

"Watching a Beekeeper" by Joan Davis. Copyright © 1998 by Highlights for Children, Inc., Columbus, Ohio.

1. What is the ***main*** purpose of this selection?

   A to warn the reader about the danger of bees

   B to entertain the reader with humorous stories about bees

   C to inform the reader with interesting facts about bees

   D to convince the reader to start raising bees

2. This selection begins with the author saying, "I froze in place as a cloud of honeybees buzzed around my head and arms." What does the word *froze* mean in this sentence?

   A stopped

   B walked

   C became cold

   D became confused

3. What is the ***main*** idea of paragraph 3?

   A Working with bees is very difficult.

   B Raising bees is financially rewarding.

   C Handling bees is scary and very dangerous.

   D Raising bees can be enjoyable if you know how.

4. Why does Frank spray sugar water on the bees?

   A to give them special food

   B to make their wings shiny

   C to keep them from flying

   D to make them produce honey

5. What does the final paragraph suggest about making honey?

   A Making honey is an easy task.

   B Making honey is a fun activity.

   C It takes only a few days to make honey.

   D It takes a few months to make honey.

6. What is the ***main*** job that Frank completed?

A separating the queen bee from the other bees

B moving all the bees into their new home

C teaching the bees to make honey

D showing his bees and hives to a friend

End of Set

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Answers to
Grade 5 Reading Comprehension Sample Items

Passage Title	Question Number	Correct Answer	Category	Thinking Skill	Objective Number
Watching a Beekeeper	1	C	Cognition	Analyzing	2.04
Watching a Beekeeper	2	A	Cognition	Analyzing	1.02
Watching a Beekeeper	3	D	Cognition	Analyzing	2.04
Watching a Beekeeper	4	C	Cognition	Knowledge	2.02
Watching a Beekeeper	5	D	Interpretation	Generating	2.05
Watching a Beekeepe	6	B	Cognition	Analyzing	2.02

North Carolina End-of-Grade Test—Grade 5 Mathematics

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student's level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The North Carolina End-of-Grade (EOG)—Grade 5 test in mathematics assesses the fifth grade goals and objectives in the North Carolina Mathematics Standard Course of Study (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOG—Grade 5 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 5 test in mathematics is related to one of the fifth grade competency goals in the North Carolina Mathematics Standard Course of Study. The four competency goals for the grade 5 mathematics curriculum describe the knowledge and skills that are to be taught in all fifth grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 5 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 5 Mathematics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will understand and compute with rational numbers.	40%
2	The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.	25%
3	The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.	16%
4	The learner will demonstrate an understanding and use of graphing, probability, and data analysis.	19%

How is the test administered?

The EOG—Grade 5 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the EOG—Grade 5 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. Mathematics EOG—Grade 5 tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test?

The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 5 Mathematics

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	221-242
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	243-249
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	250-259
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	260-295

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 5 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:
http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/
http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/

Mathematics Curriculum:
http://www.ncpublicschools.org/curriculum

Thinking Skills:
http://www.ncpublicschools.org/accountability/testing/

Additional Mathematics Sample Items:
http://www.ncpublicschools.org/accountability/testing/eog/

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Grade 5 Math Sample Items

Calculator Inactive

1. Objective: 1.13
Thinking Skill: Applying

Canned milk is packed in cases of 24 cans. The whole case weighs 288 ounces. How much would $\frac{1}{4}$ of a case weigh?

*A 72 ounces

B 60 ounces

C 48 ounces

D 6 ounces

2. Objective: 1.18
Thinking Skill: Applying

Mr. Tanner's class has earned a pizza party, and Tiffany is in charge of ordering the pizza. She wants each of the 21 students in the class to have three pieces. If there are 12 slices in each pizza, how many pizzas should she order?

A 3

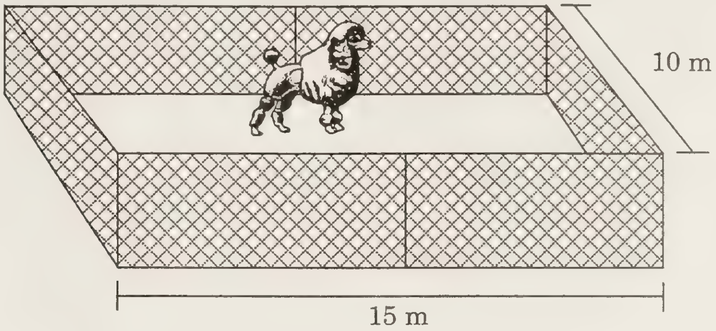
B 4

C 5

*D 6

3. Objective: 2.02
Thinking Skill: Applying

Ms. Rollins put a fence around her rectangular yard to keep her dog in.



How many meters of fencing did Ms. Rollins use?

A 250 m

B 150 m

*C 50 m

D 25 m

Calculator Active

4. Objective: 1.18
   Thinking Skill: Applying

The four members of the Chappell family went out for dinner. The total cost of the meal was $34. If they used a $5 coupon, how much was the cost per person?

A $7.10

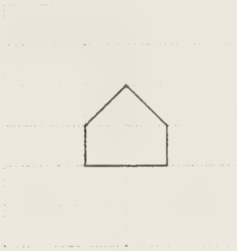
*B $7.25

C $8.20

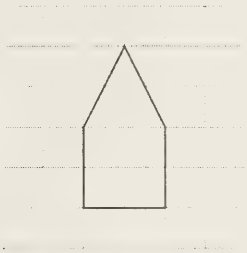
D $8.50

5. Objective: 2.07
Thinking Skill: Analyzing

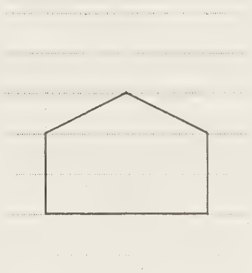
How would this picture look if it were drawn twice as large?



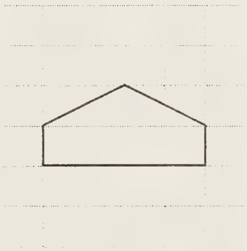
A



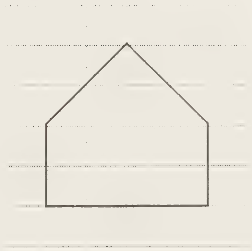
B



C



*D



6. Objective: 3.02
Thinking Skill: Analyzing

Which of these numbers is divisible by 3?

A 61,234

B 63,344

*C 66,471

D 67,214

7. Objective: 3.05
Thinking Skill: Generating

There are 36 fifth graders in art class. The art teacher wants to arrange their pictures on the wall so that one is in the first row, two are in the second row, three are in the third row, etc. How many rows of pictures will there be?

*A 8 rows

B 9 rows

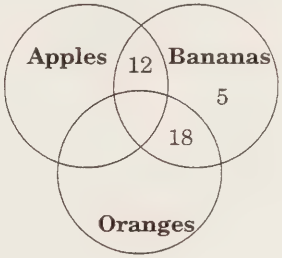
C 10 rows

D 11 rows

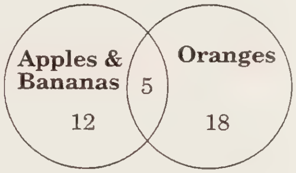
8. Objective: 4.04
Thinking Skill: Analyzing

A survey showed that 12 students in Mrs. Scott's class liked apples and bananas, 18 students liked oranges and bananas, and five students liked only bananas. Which Venn diagram shows this?

*A



B



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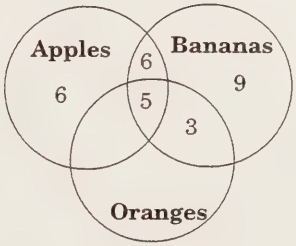
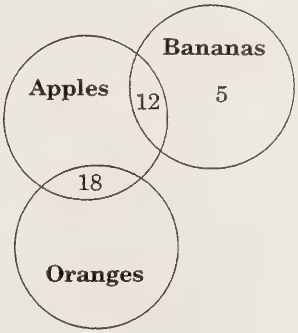


D



9. Objective: 4.05
Thinking Skill: Applying

The following are Tom's grades in science: 80, 85, 100, 78, 90. There will be only one more test this grading period. What is the lowest grade Tom can make and still have an 85 average in the class?

A 70

*B 77

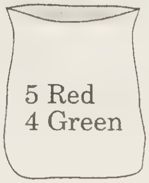
C 86

D 100

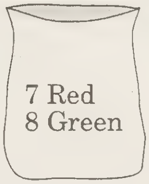
10. Objective: 4.09
Thinking Skill: Analyzing

The bags pictured below contain red and green chips. If Jeff picks a chip at random, from which bag will he have the greatest chance of picking a red chip?

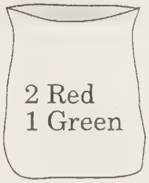
A



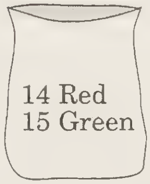
B



*C



D



North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student's level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade eight assesses the reading components of the grade eight North Carolina *Standard Course of Study*. The test consists of nine reading selections with three to nine associated questions for each selection. Each student is asked to read six literary selections (two fiction, one nonfiction, one drama, two poems) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English/Language Arts *Standard Course of Study*.

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies such as using context clues to determine meaning or summarizing to include main points.	29%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	40%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes such as comparing/contrasting and understanding the impact of literary elements.	25%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered?

The North Carolina End-of-Grade Test of Reading Comprehension at grade eight consists of 56 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,300 students from randomly selected schools across the state. The grade eight reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade eight reading test, the scale scores range from 231-290. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	231-243
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	244-253
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	254-265
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	266-290

Sample Items

The following pages contain a sample selection and sample items that represent the type of material that appears on the North Carolina End-of-Grade Test of Reading Comprehension – Grade 8. The category and objective correspond to the category and curriculum objective that the item is designed to measure. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted form Dimension of Thinking by Robert J. Marzano and others. Additional samples can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing/eog .

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Weeds are everywhere, it seems, but just what makes people call a plant a weed? This selection explains. Read the selection and answer the questions that follow.

The Ways Of Weeds

by Anne Ophelia Dowden

In the eyes of many people, our city wild flowers are just weeds. This makes us wonder. What is a weed? It is not necessarily an unattractive plant. A dandelion is as beautiful as a chrysanthemum and would be as highly valued if it did not grow by the millions in green lawns where it is not wanted. Actually, this gives us the answer to our question: a weed is any plant that grows where man doesn't want it to. Some of the most beautiful wild flowers of country roadsides are considered weeds if they come up in a farmer's wheatfield or in someone's rose garden. When they appear in dreary spots in the middle of a city, they again become precious and worthy of admiration.

② There are, however, certain qualities that make plants "weedy." They are the qualities that we have found in our city plants—vigor, ability to travel, ability to reproduce themselves under all kinds of conditions. These traits were acquired by the ancestors of our weeds long ago and often far away. The majority of our weeds came to America from foreign lands. Most came from Europe, carried here intentionally or accidentally by the earliest settlers and by later generations of traders. The ones that landed on the East Coast came to a country that was covered with dense forests and a balance of wild life that had existed for millions of years. When trees were cut down and large areas cleared for farming, the sun-loving, open-field plants from Europe found an ideal place in which to spread. They had little competition from native American plants of the region, which were more at home in the moist shade of the woods.

③ Many plants that began to run wild had been cherished flowers or vegetables in Old World gardens. The settlers brought with them seeds or rooted pieces of the plants they were accustomed to grow for ornament and food and medicine. Many of these now grow wild in the United States, and some—like mustard, mugwort, and toadflax—are vigorous enough to make their way into city lots. Clovers and grasses were brought for grazing cows and horses. And dozens of plants which were despised as weeds even in their homeland traveled here unseen in bales of hay, in packing materials, in the earth that was often used as ballast for ships.

The very first immigrant plants were brought to the West Coast by the Spaniards, and many of them are now common weeds in California. A few have reached the United States in recent years from Asia and the Southern Hemisphere, but the greatest number of new plants landed long ago on the East Coast. These have been making their way westward ever since, settling down wherever soil and temperature and rainfall make life possible for them. They become weeds wherever the native population of plants is not strong enough to crowd them out. Man has made this migration possible. He has moved westward, cutting down forests, ploughing fields, building roads, changing natural drainage—thus opening up new homes for new plants. He has also furnished transportation for them, often without knowing it.

Some of our weeds, of course, are native Americans—plants originally limited to small open areas and now given new opportunities by the changed countryside. These include some of the handsomest ones found in city lots: sunflower, goldenrod, aster, milkweed. And there has also been a certain amount of west-to-east migration, as some plants of the western plains, like ragweed, have spread rapidly in the East.

"The Ways of Weeds" from *Wild Green Things in the City* by Anne Ophelia Todd Dowden. Copyright © 1972. Reprinted by permission of the author.

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1. What information is emphasized in the selection's first two paragraphs?

   A how weeds came to this country

   B what makes a plant a weed

   C what causes weeds to flourish

   D why people do not like weeds

2. Based on the selection, where did ***most*** of the American plants now considered weeds originate?

   A the Far East

   B Europe

   C the Southern Hemisphere

   D Central Asia

3. According to the information in paragraph 2, which factor contributed ***most*** to the spreading of weeds across America?

   A the fragility of American plants

   B the lack of animals to eat them

   C the clearing of land for farms

   D the foreign origin of most weeds

4. What is the ***main*** idea of paragraph 3?

   A Many plants brought by settlers were not originally considered weeds.

   B Europeans have different ideas about what is or is not a weed.

   C Many weeds are commonly used in food and in medicine.

   D People's ideas about the usefulness of some plants changed over the years.

5. According to the selection, what is often the ***main*** difference between a weed and a plant that is admired?

A its ability to spread

B where it came from

C its winter hardiness

D where it grows

6. Based on the selection, what is the ***best*** way to keep weeds from an area?

A have healthly native plants

B use a lot of chemicals

C spend time in the garden

D water plants more frequently

7. Based on the information in the selection, which of the following relationships is ***most similar*** to the relationship below?

toadflax : vigorous

A weeds : England

B dandelion : unwanted

C clover : ballast for ships

D mugwort : fragile

8. Based on the selection, which of the following statements about weeds is true?

A Most like to grow in the shade

B Most can be used in medicines.

C Many came to this country by accident.

D Many have become less adaptable to different conditions.

9. What is the ***main*** difference between the weeds that came from Europe a the native American plants?

A European plants loved shade a moisture.

B American plants loved sun and open fields.

C European plants loved moisture and open fields.

D American plants loved shade and moisture.

End of Set

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Answers to
Grade 8 Reading Comprehension Sample Items

Passage Title	Question Number	Correct Answer	Category	Thinking Skill	Objective Number
The Way of Weeds	1	B	Cognition	Analyzing	2.01
The Way of Weeds	2	B	Cognition	Knowledge	2.01
The Way of Weeds	3	C	Cognition	Integrating	2.01
The Way of Weeds	4	A	Cognition	Analyzing	2.01
The Way of Weeds	5	D	Critical Stance	Organizing	5.01
The Way of Weeds	6	A	Interpretation	Integrating	2.01
The Way of Weeds	7	B	Critical Stance	Analyzing	2.01
The Way of Weeds	8	C	Interpretation	Analyzing	2.01
The Way of Weeds	9	D	Critical Stance	Organizing	2.01

North Carolina End-of-Grade Test—Grade 8 Mathematics

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student's level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The North Carolina End-of-Grade (EOG)—Grade 8 test in mathematics assesses the eighth grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOG—Grade 8 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 8 test in mathematics is related to one of the eighth grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 8 mathematics curriculum describe the knowledge and skills that are to be taught in all eighth grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 8 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 8 Mathematics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will understand and compute with real numbers.	44%
2	The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.	25%
3	The learner will demonstrate an understanding of patterns, relationships, and fundamental algebraic concepts.	15%
4	The learner will demonstrate an understanding and use of graphing, probability, and data analysis.	16%

How is the test administered?

The EOG—Grade 8 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the EOG—Grade 8 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. Mathematics EOG—Grade 8 tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test?

The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 8 Mathematics

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	235-253
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	254-260
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	261-271
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	272-310

Sample Items

The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 8 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

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Calculator Inactive

1. Objective: 1.02
Thinking Skill: Applying

Steve currently pays $450 per month for an apartment. The landlord intends to raise the rent 4% at the end of the year. What can Steve expect to pay per month next year to rent the same apartment?

*A $468.00

B $454.00

C $451.80

D $450.18

2. Objective: 1.06
Thinking Skill: Applying

What is the product of $(3x)^2$ and $2x^5$?

A $18x^{10}$

* B $18x^7$

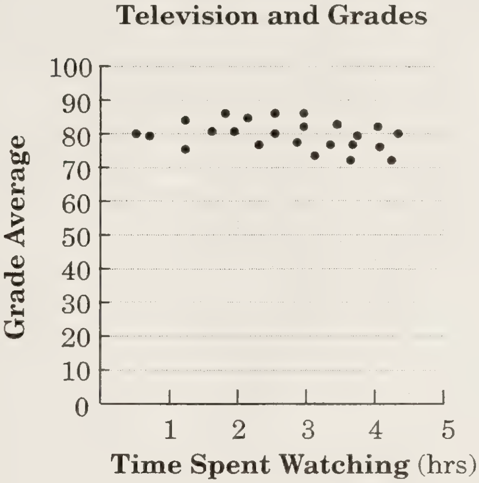
C $6x^{10}$

D $6x^7$

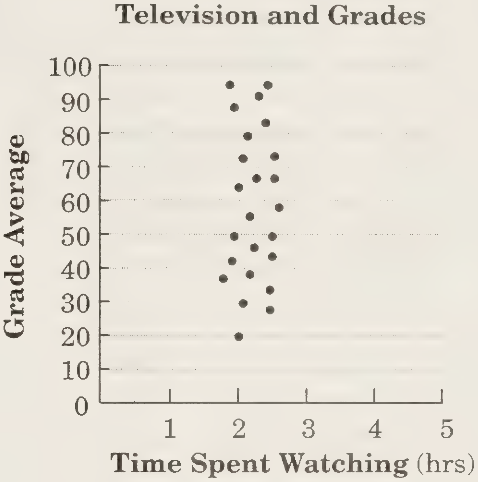
3. Objective: 4.02
Thinking Skill: Analyzing

Data concerning the number of hours of television watched and grade averages were gathered from 25 students. Which scatter plot shows a strong negative relationship between the time a student watched television and his/her grade average?

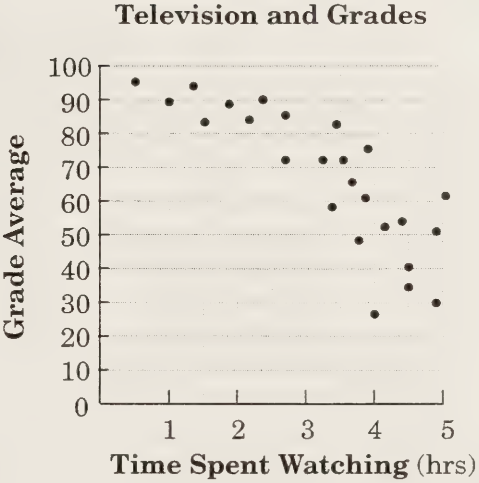
A



B



*C



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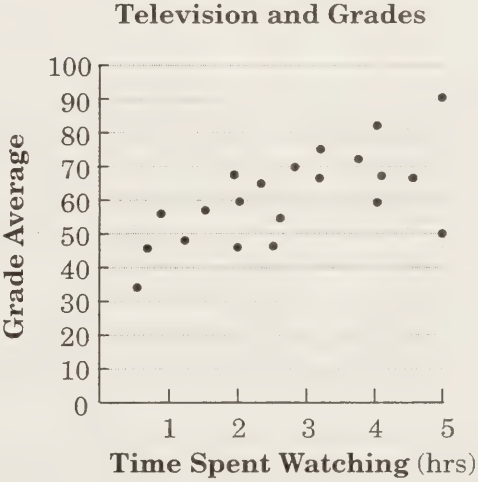


Calculator Active

4. Objective: 1.10
Thinking Skill: Analyzing

Which of the following illustrates the use of the commutative property of addition?

A $(4x + 6y) + 2z = 4x + (6y + 2z)$

B $(4x + 6y) + 2z = (4x + 6y + 2z)$

*C $(4x + 6y) + 2z = (6y + 4x) + 2z$

D $(4x + 6y) + 2z = (4x + 6y) + 2z$

5. Objective: 1.12
Thinking Skill: Analyzing

Which of the following pieces of information should have been included in order to solve the problem in the box?

> A passenger train travels 70 miles per hour from Chicago to New York. A freight train, traveling 50 miles per hour, travels the same route. How far apart are the cities of Chicago and New York?

*A The freight train will take three hours longer to travel the route.

B The passenger train will make five stops between Chicago and New York.

C The freight train will carry 2 tons of cargo.

D The passenger train will carry 500 passengers.

6. Objective: 1.12
Thinking Skill: Applying

A soccer team won two of its first twelve games. The team ended the season winning exactly half of the games it played. What is the fewest number of games the team could have played?

A 14

*B 20

C 24

D 28

7. Objective: 2.01
Thinking Skill: Applying

Mark wants to paint the four walls of his bedroom. His bedroom is 18 feet long, 12 feet wide, and 8 feet high. If a gallon of paint covers 400 square feet, how many gallons of paint will he need to buy?

A 1 gallon

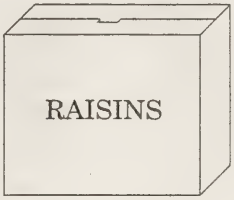
*B 2 gallons

C 3 gallons

D 4 gallons

8. Objective: 2.05
Thinking Skill: Applying

Raisins come in two different shaped containers, both having the same height. The cyclindrical container measures 10 cm across, while the prism-shaped box has a rectangular top that measures 14 cm by 5 cm.



Which container holds more?

*A The cylinder holds more.

B The prism hold more.

C They both hold the same amount.

D It is impossible to tell without knowing the exact height of the containers.

9. Objective: 4.04
Thinking Skill: Analyzing

The principal at a middle school wants to know if the community will support a dress code. Which method of random sampling is ***best***?

A using a list of residents and choosing the first 100 people on the list

B splitting a list of residents into seventh-grade parents and eighth-grade parents and selecting the first 10 names on each list

C choosing children who are attending the middle school

*D choosing 100 people from various parts of the community

10. Objective: 4.06
Thinking Skill: Applying

There are 12 letters in the Hawaiian alphabet: A, E, H, I, K, L, M, N, O, P, U, and W. Each of the letters is written on a separate card and the cards are put into a box. If vowels are A, E, I, O, U and consonants are all other letters, what is the probability of drawing a card with a consonant written on it?

*A $\frac{7}{12}$

B $\frac{5}{12}$

C $\frac{1}{5}$

D $\frac{1}{12}$

North Carolina End-of-Course Test
Algebra I

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. The purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's expected score for each school on each EOC test. Each expected score is determined by students' performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course (EOC) Test of Algebra I assesses the Algebra I goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOC Algebra I test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Algebra I test is related to one of the Algebra I competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the Algebra I curriculum describe the knowledge and skills that are to be taught in all Algebra I classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Algebra I test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Algebra I

Goal	Description of Goal	Percentage of Items on Test
1	The learner will perform operations with real numbers and polynomials to solve problems.	15%
2	The learner will solve problems in a geometric context.	5%
3	The learner will graph and use relations and functions to solve problems.	70%
4	The learner will collect and interpret data to solve problems.	10%

How is the test administered? The EOC Algebra I test consists of 80 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOC Algebra I test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The EOC Algebra I tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test? The scores on the EOC Algebra I tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Algebra I

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	23-44
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	45-54
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	55-65
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	66-87

Sample Items

The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Algebra I. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:
http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/
http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/

Mathematics Curriculum:
http://www.ncpublicschools.org/curriculum

Thinking Skills:
http://www.ncpublicschools.org/accountability/testing/

Additional Mathematics Sample Items:
http://www.ncpublicschools.org/accountability/testing/eoc/

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Algebra I Sample Items

1. Objective: 1.02
Thinking Skill: Applying

Simplify: $\frac{14c^3d^2 - 21c^2d^3}{14cd^2}$

*A $c^2 - \frac{3cd}{2}$

B $c^2 - \frac{3c^2d}{2}$

C $c^2 - 21c^2d^2$

D $c^2d - \frac{3cd}{2}$

2. Objective: 1.02
Thinking Skill: Applying

A rectangular pen has a length 3 feet greater than its width. If both dimensions are increased by 5 feet, which expression gives the resulting increase in area?

*A $10x + 40$

B $13x + 40$

C $x^2 + 13x + 40$

D $x^2 + 10x + 40$

3. Objective: 1.03
Thinking Skill: Applying

Which binomial is a factor of $3x^2 + 2x - 5$?

A $3x - 1$

*B $x - 1$

C $3x - 5$

D $x - 5$

4. Objective: 3.09
Thinking Skill: Applying

What is the ***approximate*** solution to this system?

$$\begin{aligned} 3x - y &= 10 \\ 5x + 2y &= 14 \end{aligned}$$

A $(4.2, 2.6)$

B $(2.8, {}^{-}1.6)$

C $(1.9, {}^{-}4.3)$

*D $(3.1, {}^{-}0.7)$

5. Objective: 3.09
Thinking Skill: Applying

A store received \$823 from the sale of 5 tape recorders and 7 radios. If the receipts from the tape recorders exceeded the receipts from the radios by \$137, what is the cost of a tape recorder?

A \$49

B \$68

C \$84

*D \$96

6. Objective: 3.11
Thinking Skill: Applying

Which is an x-intercept of $y = 2x^2 - 7x + 3$?

A $^{-}\frac{1}{2}$

*B $\frac{1}{2}$

C $^{-}3$

D $\frac{7}{4}$

North Carolina End-of-Course Test
Algebra II

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. The purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's expected score for each school on each EOC test. Each expected score is determined by students' performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course (EOC) Test of Algebra II assesses the Algebra II goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOC Algebra II test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Algebra II test is related to one of the Algebra II competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the Algebra II curriculum describe the knowledge and skills that are to be taught in all Algebra II classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Algebra II test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Algebra II

Goal	Description of Goal	Percentage of Items on Test
1	The learner will perform operations with real numbers and polynomials to solve problems.	13%
2	The learner will describe geometric figures algebraically in the coordinate plane.	5%
3	The learner will use relations and functions to solve problems.	67%
4	The learner will collect, organize, and interpret data with functions of best-fit and matrices to solve problems.	15%

How is the test administered?

The EOC Algebra II test consists of 60 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the EOC Algebra II test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The EOC Algebra II tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test?

The scores on the EOC Algebra II tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Algebra II

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	23-45
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	46-57
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	58-68
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	69-88

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Algebra II. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:
http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/
http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/

Mathematics Curriculum:
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Thinking Skills:
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Additional Mathematics Sample Items:
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Algebra II Sample Items

1. Objective: 1.02
Thinking Skill: Applying

The load that a beam with constant length can support varies jointly with its width and the square of its height. If a beam 12 feet long,1 foot wide, and 3 inches high can support a load of 62.5 pounds, how much weight can be supported by a beam 12 feet long, 2 feet wide, and 6 inches high?

A 125 pounds

B 250 pounds

*C 500 pounds

D 1,000 pounds

2. Objective: 3.06
Thinking Skill: Applying

The director of a local preschool plans to enclose a rectangular area for a playground. One side will be the side of the building itself. If 60 feet of fence are to be used, what is the ***maximum*** area that can be enclosed?

A 575 ft^2

*B 450 ft^2

C 400 ft^2

D 225 ft^2

3. Objective: 3.10
Thinking Skill: Applying

Which set contains the zeros of $f(x) = \frac{x}{x+4} - \frac{3}{x} - \frac{1}{2}$?

A $\{{}^{-}6, {}^{-}4\}$

B $\{{}^{-}12, 2\}$

C $\{6, 4\}$

*D $\{12, {}^{-}2\}$

4. Objective: 3.11
Thinking Skill: Applying

Solve: $\sqrt{x+5} + \sqrt{x-3} = 4$

*A $\{4\}$

B $\left\{\frac{1}{4}, 1\right\}$

C $\{{}^{-}1, 4\}$

D no solution

5. Objective: 3.14
Thinking Skill: Applying

For $y = 3|7 - 2x| + 5$, which set describes x when $y < 8$?

*A $\{x \mid 3 < x < 4\}$

B $\{x \mid 3 < x < 10\}$

C $\{x \mid x < 3 \text{ or } x > 4\}$

D $\{x \mid x < 3 \text{ or } x > 10\}$

6. Objective: 4.03
Thinking Skill: Applying

Mr. Jones bought a piece of property for \$25,000. If the property appreciates at a rate of 10% per year, what will be its ***approximate*** value in $7\frac{1}{2}$ years?

A \$53,000

*B \$51,000

C \$44,000

D \$39,000

North Carolina End-of-Course Tests
Biology

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results."

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Biology assesses the biology curriculum of the 1999 North Carolina *Standard Course of Study* for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum's focus on inquiry instruction and higher order thinking, the revised biology test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the biology test is related to one of the biology content objectives in the North Carolina *Standard Course of Study* for science. The content objective (goals 1 through 5) of biology describe the knowledge and skills that are to be taught in all biology classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the biology test assess whether a student can move beyond memorization and apply process skills to the investigation of science. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Percentage of Items on Test
1	The learner will develop an understanding of the physical, chemical, and cellular basis of life.	19.5%
2	The learner will develop an understanding of the continuity of life and the changes of organisms over time.	31%
3	The learner will develop an understanding of the unity and diversity of life.	18.5%
4	The learner will develop an understanding of the ecological relationships among organisms.	19.5%
5	Students will develop an understanding of the behavior of organisms, resulting from a combination of heredity and environment.	11.5%

How is the test administered?

The North Carolina End-of-Course Test of Biology consists of 88 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the biology test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 and 2000-2001 school years. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 24,250 students from randomly selected schools across the state. The revised biology test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the biology test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Scale Scores	Description
1	26-46	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	47-54	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	55-64	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	65-87	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Biology. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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Biology Sample Items

1. Objective: 2.06

Thinking Skill: Generating

(p= .602)

Three experiments are often cited as crucial to the development of modern ideas about the origin of life forms.

1. In the 1700s, Francesco Redi showed that meat in a container covered by netting would not become infested with maggots.
2. Also in the 1700s, Lazzaro Spallanzani showed that a container of broth that is covered immediately after boiling would not become cloudy with microorganisms.
3. In the 1880s, Louis Pastuer repeated Spallanzani's experiment with one change. Instead of sealing the flask, he fitted it with a curved neck. The solution remained clear for up to a year.

What do these experiments show about the nature of science?

* A Modern theories often have their basis in past experiments.

B Theories are usually met with the disapproval of other scientists.

C Modern experiments represent sophisticated thinking.

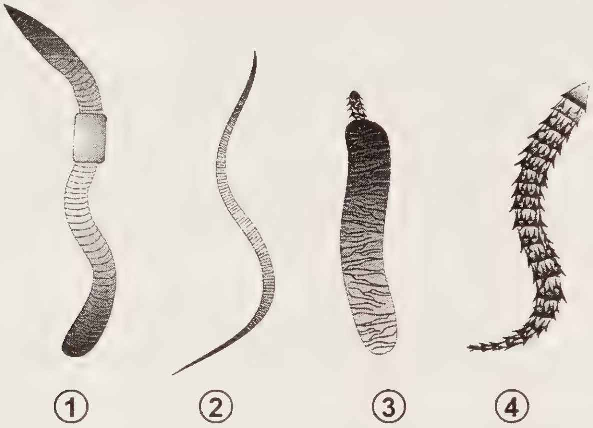
D Scientists have answered most questions about life.

2. Objective: 3.02

Thinking Skill: Organizing

(p=.659)

Taxonomic Key to Worms



1. a. worm has divided body parts (segmented) .... (Go to 3.)
b. worm is not divided (unsegmented) .... (Go to 2.)

2. a. worm has spine-covered head .... *Acanthocephala*
b. worm does not have spiny projections, body is long and round ..... *Ascaris*

3. a. worm does not have spines, has saddle-like portion .... *Lumbricus*
b. no saddle portion, has spines .... *Nais*

Worm ② belongs to which category?

A *Acanthocephala*

* B *Ascaris*

C *Lumbricus*

D *Nais*

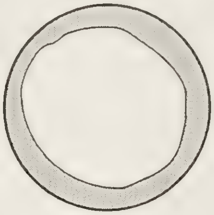
3. Objective: 3.03

Thinking Skill: Applying

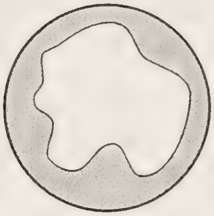
(p=.501)

Shown below are cross sections of four small intestines. Which intestine will absorb the most food per unit of time?

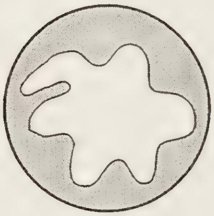
A



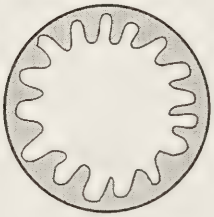
B



C



* D

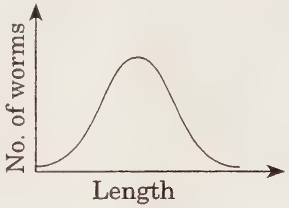


4. Objective: 4.01
Thinking Skill: Generating
(p=.253)

5. Objective: 3.03
Thinking Skill: Applying
(p=.289)

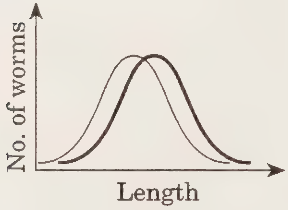
The curve below shows the distribution of worm length in a population of earthworms. A predatory bird migrates into this population's habitat. The bird does not prey on the small worms and is not strong enough to pull large ones from the ground.

Earthworm Length

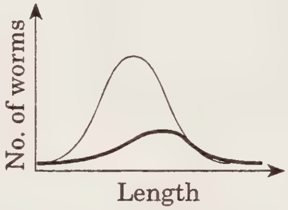


4. Which new curve (heavy line) would describe the changed earthworm population?

A



B



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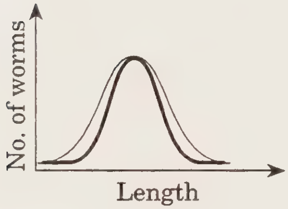
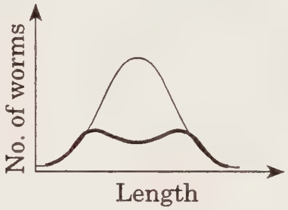


* D



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5. How is a range of earthworm sizes helpful to its population stability?

* A Ecosystem changes will not likely affect all sizes to the same extent.

B The range will prevent one size from dominating the others.

C The variety will produce a healthier breeding stock of organisms.

D Diversity in a population produces genetic superiority.

North Carolina End-of-Course Tests
Chemistry

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results."

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Chemistry assesses the chemistry curriculum of the 1999 North Carolina Standard Course of Study for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum's focus on inquiry instruction and higher order thinking, the revised chemistry test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the chemistry test is related to one of the chemistry content objectives in the North Carolina Standard Course of Study for science. The content objectives (goals 1 through 4) of chemistry describe the knowledge and skills that are to be taught in all chemistry classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the chemistry test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The chemistry testing materials include reference tables containing the periodic table and Bohr model of the atom in addition to common formulas that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Chemistry

Goal	Description of Goal	Percentage of Items on Test
1	The learner will build an understanding of the structure and properties of matter.	30%
2	The learner will build an understanding of regularities in chemistry.	36%
3	The learner will build an understanding of energy changes in chemistry.	18%
4	The learner will build an understanding of equilibrium and kinetics.	16%

How is the test administered?

The North Carolina End-of-Course Test of Chemistry consists of 88 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the chemistry test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 21,500 students from randomly selected schools across the state. The revised chemistry test was implemented statewide for the first time in the fall of the 2001- 2002 school year.

What kinds of scores do students receive on the test?

Results of the chemistry test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Chemistry

Level	Scale Scores	Description
1	23-47	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	48-55	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	56-64	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	65-88	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Chemistry. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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Chemistry Sample Items

1. Objective: 1.04

Thinking Skill: Applying

(p=.659)

If the solubility of ammonium chloride is 36.0 grams per 100. grams of water at 20.0°C, what is the maximum amount of this chemical that can be dissolved in 150. grams of water at 200.°C?

A 18.0 grams

B 36.0 grams

* C 54.0 grams

D 72.0 grams

2. Objective: 4.04

Thinking Skill: Generating

(p=.480)

Many lakes in the midwestern part of the United States seem able to resist changes in pH caused by acid rain. Studies have revealed substantial amounts of limestone rock contains $CaCO_3$ in these lakes. What is the limestone ***most likely*** doing for the water in the lake?

* A increasing $[OH^-]$

B decreasing $[OH^-]$

C increasing $[H_3O^+]$

D decreasing $[CO_3^{-2}]$

3. Objective: 1.07

Thinking Skill: Analyzing

(p=.343)

Which statement ***best*** explains why oil and water do not mix?

A One is miscible, and the other is immiscible.

* B One is a polar compound, and the other is a non-polar compound.

C Both are ionic compounds.

D Both have different densities.

4. Objective: 2.04

Thinking Skill: Applying

(p=.512)

The equation shown below is unbalanced:

$Zn(s) + 2HCl\ (aq) \rightarrow ZnCl_2\ (aq) + H_2\ (g)$

Totally reacting 130 g of zinc with excess hydrochloric acid will release what mass of hydrogen?

* A 4.0 grams

B 6.0 grams

C 40. grams

D 65 grams

---

5. Objective: 2.06

Thinking Skill: Analyzing

(p=.240)

Which element is reduced in the following oxidation-reduction reaction?

$HNO_3\ (aq) + I_2\ (c) \rightarrow HIO_3\ (aq) + NO_2\ (g) + H_2O\ (l)$

A H

B I

* C N

D O

6. Objective: 4.04

Thinking Skill: Applying

(p=.649)

What is the pH of a solution in which $[H_3O^+]$ is 1×10^{-6} M?

A -6

B 1

* C 6

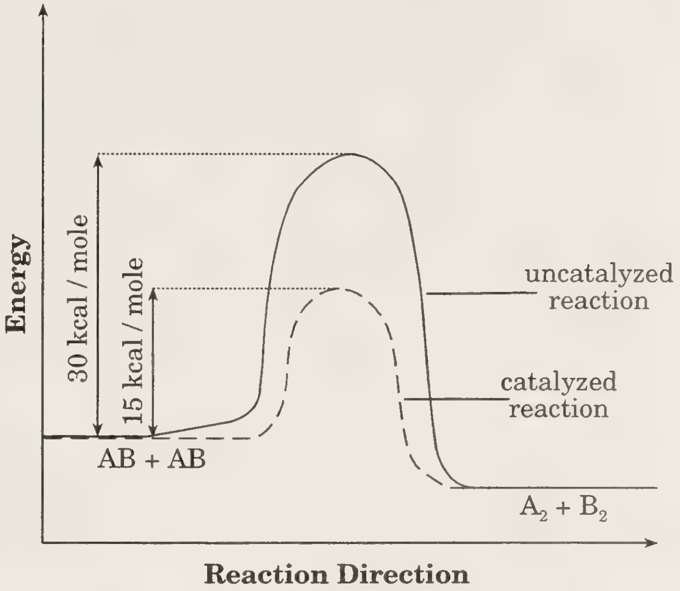
D 8

7. Objective: 4.03

Thinking Skill: Analyzing

(p=.635)

Energy Diagram



The energy diagram above describes which of the following facts about the reaction:

$$2AB \rightarrow A_2 + B_2?$$

A The catalyzed reaction has too little energy to form the appropriate products.

B The catalyzed reaction forms more products than does the uncatalyzed reaction.

* C The catalyzed reaction requires a lower activation energy than does the uncatalyzed reaction.

D The catalyzed reaction forms fewer products than does the uncatalyzed reaction.

North Carolina End-of-Course Tests
Economic, Legal, and Political Systems (revised 1996)

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results."

For school, school system, and state accountability, prediction formulas (first used in 200-2001) are used to determine growth expectations for end- of-course tests. The prediction formula is used to determine a student's expected score for each school on each EOC test. Each expected score is determined by students' performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The revised ELPS test assesses the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina Standard Course of Study. The end-of-course test assesses the entire ELPS curriculum (10 goals and associated objectives). The questions on the test are equally distributed across the goals with the exception of goal 10 which has half as many questions as the other goals.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELPS

Goal	Description	Percentage Of Items on Test
1	The learner will investigate issues and problems confronting the American economic, legal and political systems.	10%
2	The learner will explain rights and analyze the obligations of responsible citizenship.	11%
3	The learner will investigate how and why individuals and groups make economic choices.	10%
4	The learner will analyze features of the economic system of the United States.	11%
5	The learner will analyze factors influencing the United States economy.	11%

6	The learner will explain the function and importance of the North Carolina and United States Constitution.	11%
7	The learner will explain the structure and functions of local, state, and national governments and understand their relationship.	10%
8	The learner will explain why laws are needed and how they are enacted, implemented and enforced.	11%
9	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.	10%
10	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems.	5%

How is the test administered?

The U.S. History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original ELPS test administered from 1990 to 1996 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995, 1996, and in 1998. The field test in 1995 involved approximately 15,000 students from randomly selected schools across the state. The field test in 1996 involved approximately 7,200 students while the 1998 field involved another 7,300 students. The revised ELPS test was implemented statewide for the first time in summer of 1996.

What kinds of scores do students receive on the test?

On the ELPS test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 21 to 84 with a mean of 55.6 and a standard deviation of 8.7 (in 2003). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELPS test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgments during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELPS

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	21-42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	43-51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	52-60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	61-84

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Economic, Legal, and Political Systems
Sample Items

Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)

1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina ***except*** which one?

A cheap labor and weak unionization

B availability of inexpensive land

C* local abundance of raw materials

D low local and state taxes

Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)

2. For which reason would a legislator from North Carolina be **most likely** to argue against a proposed tax on tobacco?

A North Carolinians are traditionally opposed to "sin" taxes.

B* The tax could mean smaller returns on investment for tobacco producers in North Carolina.

C The tax could mean that fewer lower-income people in North Carolina could afford tobacco products.

D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

Obj 4.4 Demonsrate how supply, demand, and competition affect prices and the availability of goods and services. (p = .52)

3. Which of the following events will increase the demand for compact cars?

A* An oil shortage pushes up the cost of gasoline.

B Slow sales cause General Motors to cut luxury car prices.

C More thefts lead to higher automobile insurance premiums.

D Concern for the environment leads to an increase in carpooling.

Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)

4. Of the following, which ***best*** explains why consumer protection is more necessary today than it was during the early 20th century?

A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.

B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.

C* There are many more products available today, and they are much more complex, than in the early 20th century.

D The country had other concerns in the early 20th century that were much more important than defective products.

Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)

5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.

Based on Hamilton's views in the 1790s, which current trend would ***most*** disturb him?

A the government's refusal to benefit the farmers by placing high tariffs on agricultural products

B decreased lending by the government to entrepreneurs for small businesses

C* increased spending by the government to provide services for the poor

D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

Obj 6.2 Identify principles found in the United States Constitution that were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)

6. Which is an informal provision of the Constitution of the United States?

A popular sovereignty

B* primaries

C checks and balances

D none of the above

Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)

7. All of the following are ways of raising money for the federal government ***except*** which one?

A taxes

B fines

C borrowing

D* lotteries

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's expected score for each school on each EOC test. Each expected score is determined by students' performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The English 1 end-of-course test assesses the goals for English 1 described in the North Carolina *Standard Course of Study*. The test consists of two separate sections: composition and textual analysis. The composition section, part 1, contains five student draft papers with four to seven associated questions for each, for a total of 30 questions. The draft papers include at least one expressive, informational, argumentative, and critical text. This part of the test is presented as a peer editing task. Students are asked to read the student drafts and answer related questions about editing and composition.

The textual analysis section, part 2, contains six literary selections and 42 questions. The selections include drama, poetry, informational, fictional, expressive nonfiction text and either an argumentative or critical text. Some of the selections may include visual 'texts" such as political cartoons, maps, works of art, or advertisements. Each selection is followed by four to nine associated questions. The variety of selections on each form allows for the assessment of reading of text types outlined in the North Carolina *Standard Course of Study*. The students are asked to answer related questions in which they must analyze the text for general comprehension as well as author's craft and strategies.

Table 1: Descriptive Information for the North Carolina End-of-Course Test of English 1

Goal	Description of Goal
1	The learner will express reflections and reactions to print and non-print text and personal experiences
2	The learner will explain meaning, describe processes, and answer research questions to inform and audience.
3	The learner will examine argumentation and develop informed opinions.
4	The learner will create and use standards to critique communication.
5	The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.
6	The learner will apply conventions of grammar and language usage.

How is the test administered?

The North Carolina End-of-Course Test of English 1 contains a total of 72 multiple-choice questions administered during a 120-minute block within the last ten days of the course. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students as described in the curriculum for English 1 and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at grade 9. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,200 students from randomly selected schools across the state. The English 1 test was implemented statewide for the first time in the fall of 2002.

What kinds of scores do students receive on the test?

The scores on the North Carolina End-of-Course Test of English 1 are reported as scale scores. The scale scores range from 22-85. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test is administered operationally or the norming year.

Table 2: Achievement Levels for the North Carolina End-of-Course Test of English 1

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	22-42
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	43-51
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	52-60
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	61-85

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of English 1. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills taxonomy adapted from *Dimensions of Thinking* by Robert J. Marzano and others. A description of the Thinking Skills used in the North Carolina Testing Program and additional sample items can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing

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Read this student rough draft and answer the questions that follow.

How To Order And Eat A Burger

(1) First of all, you need to go to *Sammy's.* (2) It is on Seventh Avenue near the Mall. (3) So when you get there, you need to go on in and get seated. (4) In front of you will be the usual condiments such as ketchup, mustard, and sugar—all the common things found in a family restaurant. (5) If you wish, you may try your hand at tic-tac-toe or other games found on the kid's menu while you are waiting for a waiter/waitress.

(6) When the server comes to your table, open the adult menu and flip to the third page. (7) On the left side is the burger section. (8) Tell the waiter/waitress, "I would like a Monster Burger, please." (9) They will ask you if you would like a drink. (10) Say, "Yes, please," because eating burgers makes one thirsty. (11) Tea or soda are a pro-burger-eater's choice when it comes to the heavy-duty burgers. (12) Then the waiter/waitress will say "Very good sir/madam," and will skitter off to the kitchen to place the order.

(13) Now at this point, I am going to prepare you for the burger you are about to eat. (14) It is a medium-sized patty of ground chuck with lettuce, tomato, and the *pièce de résistance*; the wheel of mozzarella cheese placed deftly on top of the patty.

(15) While you are waiting and pondering this masterpiece of a burger you are about to ingest, take a look around. (16) Familiarize yourself with what the pro-burger-eaters call an "eating environment." (17) You have a table, silverware, and perhaps a friend with you. (18) You may think this "eating environment" stuff is unecessary, but trust me, awareness of your atmosphere maximizes your eating enjoyment. (19) Now, by this time your food will have already arrived. (20) When this *magnum opus* of a burger sits before you, take a second to absorb the sheer beauty of this masterpiece, and enjoy its fragrant aroma. (21) But, you cannot marvel at its utter magnificence for too long because the burger will cool, and it is a vital requirement for the burger to be warm when eaten.

(22) So now, lift your right arm and rotate your thumb so it is under the first four fingers of your hand. (23) In this position, slide your thumb under the right side of the burger.

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(24) With that completed, all you have to do is contract your muscles in such a way that the four fingers and the thumb come closer together.

(25) Do not make it too close though; you need it just close enough that you have a steady grip on the burger with your right hand. (26) Repeating this process with your left hand, but on the left side of the burger while maintaining a firm grip on the burger with your right. (27) With that done, you now bring the burger up to mouth-height slowly so you do not drip or spill anything.

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1. Which of the following is the correct way to capitalize the title?

   A How to order and eat a burger

   B How to order and Eat a burger

   C How to Order and Eat a Burger

   D How to Order and eat a Burger

2. Which change should be made to correct sentence 11?

   A change ***soda*** to ***Soda***

   B change ***are*** to ***is***

   C change ***it comes*** to ***they come***

   D change ***heavy-duty*** to ***heavy, duty***

3. Which change should be made to correct sentence 14?

   A change ***medium-sized*** to ***medium/sized***

   B change ***résistance;*** to ***résistance:***

   C change ***placed*** to ***places***

   D change ***deftly*** to ***deft***

4. Which change should be made to correct sentence 18?

   A change ***may*** to ***would***

   B change ***this*** to ***these***

   C change ***unecessary*** to ***unnecessary***

   D change ***your*** to ***you're***

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5. Which of the following is a fragment?

   A (3) So when you get there, you need to go on in and get seated.

   B (10) Say, "Yes, please," because eating burgers makes one thirsty.

   C (16) Familiarize yourself with what the pro-burger-eaters call an "eating environment."

   D (26) Repeating this process with your left hand, but on the left side of the burger while maintaining a firm grip on the burger with your right.

6. To reduce wordiness, which is the ***best*** revision of sentence 3?

   A Arrive and enter and sit.

   B So when you get there, you need to enter and get seated.

   C When you get there, enter and be seated.

   D You get there; you enter; you get yourself seated.

7. In sentence 20, what does the term *magnum opus* mean?

   A good taste

   B great work

   C huge meat

   D pleasant smell

8. The writer uses a contrast between sophisticated diction (such as pondering, *pièce de résistance*, masterpiece) and a simple task to establish what tone?

   A humorous

   B ironic

   C serious

   D childish

End of Set

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Answers to
English I Sample Items: Composition Set 5

Passage Title	Question Number	Correct Answer	Thinking Skill	Objective Number
How To Order And Eat A Burger	1	C	Knowledge	6.02
How To Order And Eat A Burger	2	B	Applying	6.01
How To Order And Eat A Burger	3	B	Applying	6.01
How To Order And Eat A Burger	4	C	Knowledge	6.02
How To Order And Eat A Burger	5	D	Applying	6.02
How To Order And Eat A Burger	6	C	Organizing	6.01
How To Order And Eat A Burger	7	B	Analyzing	6.01
How To Order And Eat A Burger	8	A	Analyzing	4.02

Read this selection about a Peace Corps volunteer and answer the questions that follow.

Only in the Peace Corps

by Rachel Peña

There you are sitting on the side of a muddy Paraguayan road, waiting for a bus, when you bite into a broccoli-filled tortilla and realize that you've made a difference.

Tranquilo. All 32 of you will fit on this 15-passenger bus.

Tranquilo. You'll learn Spanish and Guarani in 90 days.

Tranquilo. This isn't even close to as hot as it gets here.

Be *tranquilo*. Be patient. Relax. Take it easy.

I had come to Paraguay with big plans. I had goals. I had an agenda. I had very specifically defined how I would measure my success. I had trouble being *Tranquilo.*

Perhaps it's part of growing up in America, perhaps, it's just me, but patience was a virtue I'd always had trouble understanding. And now, as I prepared for my Peace Corps service in Paraguay, I was becoming more confused than ever. I thought we were here to help. I thought we were here to make a difference. I didn't think we were here to relax.

And yet, every time I turned around: *Tranquilo*. You'll learn Spanish and Guarani in the next 14 days.

Tranquilo. It gets much hotter than this.

Tranquilo. Tranquilo. Tranquilo.

I can't tell you how many times I heard that word during the three months of training. From trainers, from bus drivers, from my host family. In cafes, in the market, in the health center. And always, it was delivered with a calmness and a smile. In a manner that someone of little patience, like myself, could all too easily mistake for smugness.

At the end of the three months I couldn't wait to get to my site. At last, I could get started. I could begin doing all the things that I had told myself I would accomplish.

My assignment was rural health education. The job involved a variety of basic, but important work. I visited schools to teach children about the importance of brushing their teeth and eating healthy foods. I worked with women to educate them about the dangers of cervical cancer. I worked with a Paraguayan nurse to organize and run PAP* campaigns. I also started a community garden with some teachers and their students. I joined other Peace Corps Volunteers and local Paraguayans to build sanitary latrines. I worked with the community to help establish a health clinic.

I was doing stuff. I was accomplishing things, but I couldn't help but feel I could be doing more. If it wasn't for *tranquilo.*

Tranquilo. The supplies will get here.

Tranquilo. The pigs don't know that they are supposed to stay out of the garden.

Tranquilo. It's not that hot.

The work I was most proud of, and the best times I spent in Paraguay, involved the Mothers Club which I helped form soon after I reached my village. Once a week, we would meet at a different mother's house or sometimes at the river to do laundry and bathe while we talked and learned from one another. Those women soon became my family. They warmly welcomed me into their homes, where they treated me as a daughter, a sister, a granddaughter, and a friend.

Naturally, I always had an agenda for our club meetings. A topic for discussion. A list of things I wanted to accomplish. We would talk about ways to improve nutrition

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*__Papanicolaou__: test to detect cervical cancer

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and their diets, breast feeding, pregnancy, vaccinations, child survival, first aid, and just about anything else that was related to keeping moms and their kids healthy.

And, of course, my goal was to do more than simply talk with the women. I wanted to see results.

Tranquilo. Things cannot change overnight.

Tranquilo. More people will show up for your next workshop.

Tranquilo. We can talk about that later. Let's have some tea first.

I wanted to see that my community had the lowest rate of cervical cancer in all of Paraguay. I wanted the Ministry of Health to single out my village as the only community in Paraguay with absolutely no intestinal parasites. I wanted every family to change their diets completely to include vegetables like broccoli, which grew like crazy in the community, but none of the mothers knew how to prepare. And I wanted all this now.

Tranquilo. You are trying too hard.

Tranquilo. You will learn Spanish and Guarani yet.

Tranquilo. It gets much hotter.

Every week I would remind my friends in the Mothers Club about, among other things, the many wonderful qualities of broccoli. Its nutritional value and its ease of preparation. Yet, for all my efforts, I felt I was getting nowhere.

One day, about a year into my service, I was waiting for a bus to Asuncion in front of my neighbor's house. It had rained a few days earlier and the roads were still muddy so it looked as though the bus might never arrive. I paced back and forth and mumbled to myself.

Tranquilo. The bus will be here soon.

I paced back and forth some more. *Tranquilo*. I told myself, the bus will be here soon.

Finally, frustrated, I sat down heavily on the ground. A short while later I looked up to see little Maria Brizuela, the daughter of one of the women in my Mothers Club.

Tranquilo. The bus will be here soon, she said.

I managed a slight smile and noticed that she was holding a plate of tortillas that her mother had sent. She sat down next to me and handed me one.

㉞ I took one bite and all my delusions of grandeur slipped away. I let go of my timeline and my rigid agenda. Suddenly the heat and the disappointments and the pigs in my garden and the times when nobody showed up for a workshop and the crowded buses and the total frustration with the slower pace were all worth it.

Maria Brizuela's mother had put broccoli in her tortillas.

Maria explained that her mother was cooking broccoli in lots of different foods. She said that her father was even learning to like it.

After a while, Maria returned down the dirt road, and I returned to waiting for the bus.

Tranquilo, I said to myself, it doesn't matter if the bus ever comes.

"Only in the Peace Corps" by Rachel Peña at www.peacecorps.gov.

1. Which of the following ***best*** describes Rachel's approach to her work in Paraguay?

   A realistic but uninspired

   B cautious and thorough

   C determined but impatient

   D relaxed and respectful

2. Based on the selection, what does the word *tranquilo* mean?

   A calm

   B strong

   C satisfied

   D realistic

3. Which ***best*** explains why the author includes the following statement at the beginning of the selection?

   "There you are sitting on the side of a muddy Paraguayan road, waiting for a bus, when you bite into a broccoli-filled tortilla and realize that you've made a difference."

   A to describe the location of her Peace Corps assignment

   B to emphasize the difficult conditions she faced in Paraguay

   C to establish the fact that she hoped to improve nutrition in Paraguay

   D to emphasize the significance of the experience she is about to describe

4. What does the phrase "delusions of grandeur" refer to in paragraph 34?

   A Rachel's hopes for the future

   B Rachel's basic self-confidence

   C Rachel's inflated sense of self-importance

   D Rachel's feelings of anger

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5. How did the experience at the bus stop ***most likely*** affect Rachel's remaining work in Paraguay?

   A She became even more determined to reach all her goals.

   B She put all her efforts into convincing people to include broccoli in their diet.

   C She tried to remember that meaningful change occurs gradually.

   D She continued to think the people's relaxed attitude was her greatest obstacle.

6. Which conflict is ***most closely*** related to the theme of this selection?

   A Rachel vs. the hot climate

   B Rachel vs. her own attitude

   C Rachel vs. the Peace Corps

   D Rachel vs. the Mothers Club

7. What does the repetition of the word *tranquilo* throughout the selection emphasize about Rachel?

   A her knowledge of Spanish

   B her effort to learn Guarani

   C her impatience with Paraguayan culture

   D her lack of effectiveness in Paraguay

End of Set

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Answers to
English I Textual Analysis Sample Items

Passage Title	Question Number	Correct Answer	Thinking Skill	Objective Number
Only in the Peace Corps	1	C	Analyzing	5.01
Only in the Peace Corps	2	A	Analyzing	6.01
Only in the Peace Corps	3	D	Analyzing	4.02
Only in the Peace Corps	4	C	Analyzing	6.01
Only in the Peace Corps	5	C	Generating	5.01
Only in the Peace Corps	6	B	Analyzing	5.01
Only in the Peace Corps	7	C	Analyzing	1.01

North Carolina End-of-Course Test Geometry

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. The purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results." This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's expected score for each school on each EOC test. Each expected score is determined by students' performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course (EOC) Test of Geometry assesses the geometry goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum's focus on inquiry instruction and higher-order thinking, the EOC Geometry test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Geometry test is related to one of the geometry competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the geometry curriculum describe the knowledge and skills that are to be taught in all geometry classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Geometry test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Geometry

Goal	Description of Goal	Percentage of Items on Test
1	The learner will perform operations with real numbers to solve problems in a geometric context.	0%
2	The learner will use properties of geometric figures to solve problems and write proofs.	86%
3	The learner will solve problems with geometric figures in the coordinate plane.	10%
4	The learner will use geometric figures to solve problems involving probability.	4%

How is the test administered?

The EOC Geometry test consists of 72 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the EOC Geometry test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The Geometry tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test?

The scores on the EOC Geometry tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Geometry

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	23-45
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	46-56
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	57-66
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	67-87

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Geometry. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:
http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/
http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/

Mathematics Curriculum:
http://www.ncpublicschools.org/curriculum

Thinking Skills:
http://www.ncpublicschools.org/accountability/testing/

Additional Mathematics Sample Items:
http://www.ncpublicschools.org/accountability/testing/eoc/

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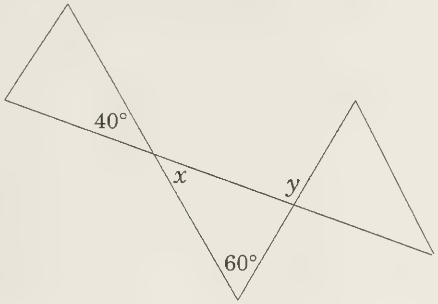
Geometry Sample Items

1. Objective: 2.08
Thinking Skill: Analyzing

In the drawing, what is the measure of angle y?



A 40

B 60

C 80

*D 100

2. Objective: 2.11
Thinking Skill: Analyzing

If $RECT$ is a rectangle with coordinates $R(^{-}2, ^{-}6)$, $E(3, ^{-}1)$, and $C(5, ^{-}3)$, what are the coordinates of T?

*A $(0, ^{-}8)$

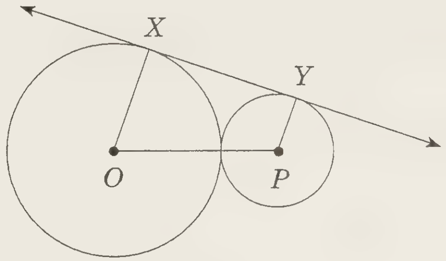
B $(^{-}4, ^{-}4)$

C $(^{-}8, 0)$

D $(^{-}8, ^{-}16)$

3. Objective: 2.16
Thinking Skill: Applying

$\overleftrightarrow{XY}$ is tangent to circles O and P. The measure of $\angle OPY = 108$.



What is the measure of $\angle XOP$?

A 108

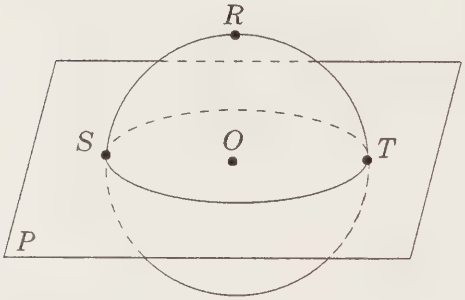
B 90

C 82

*D 72

4. Objective: 2.18
Thinking Skill: Analyzing

R is a point on the sphere whose center is *O*. The intersection of plane *P* and the sphere is circle *O*.



What ***must*** be true?

A $OR > OS$

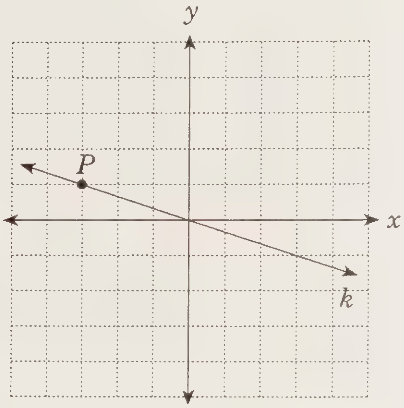
B $RS = RT$

*C $OT = OR$

D $OS < RT$

5. Objective: 3.02
Thinking Skill: Applying

Line *k* contains point *P* and the origin.



Which is an equation of the line that is perpendicular to line *k* and passes through point *P*?

A $y = {}^{-}\frac{1}{3}x$

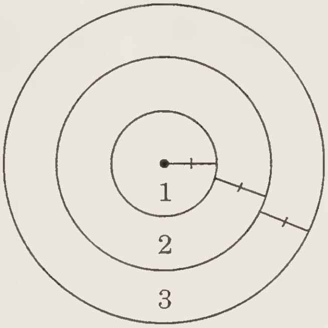
B $y = \frac{1}{3}x + 2$

C $y = {}^{-}3x - 8$

*D $y = 3x + 10$

6. Objective: 4.01
Thinking Skill: Applying

In darts, if beginners hit the target, every point on the target is equally likely to be hit. On the target below, what is the probability of a beginner hitting the area marked 1?



*A $\frac{1}{9}$

B $\frac{1}{6}$

C $\frac{1}{5}$

D $\frac{1}{2}$

North Carolina End-of-Course Tests
Physical Science

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results."

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Physical Science assesses the physical science curriculum of the 1999 North Carolina Standard Course of Study for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum's focus on inquiry instruction and higher order thinking, the revised physical science test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the physical science test is related to one of the physical science content objectives in the North Carolina Standard Course of Study for science. The content objectives (goals 1 through 6) describe the knowledge and skills that are to be taught in all physical science classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the physical science test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The physical science testing materials include reference tables containing the periodic table and common formulas that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Physical Science

Goal	Description of Goal	Percentage of Items on Test
1	The learner will construct an understanding of mechanics.	19%
2	The learner will build an understanding of thermal energy.	9%
3	The learner will construct and understanding of electricity and magnetism.	14%
4	The learner will develop an understanding of wave motion and the wave nature of sound and light.	6%
5	The learner will build an understanding of the structure and properties of matter.	21%
6	The learner will build an understanding of regularities in chemistry.	31%

How is the test administered?

The North Carolina End-of-Course Test of Physical Science consists of 86 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the physical science test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 11,500 students from randomly selected schools across the state. The revised physical science test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the physical science test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Physical Science

Level	Scale Scores	Description
1	23-43	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	44-53	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	54-63	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	64-87	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Physical Science. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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1. Objective: 1.01

Thinking Skill: Applying

(p=.389)

According to the table, which time interval has the ***greatest*** acceleration?

Time (seconds)	**MPH**
0	0
5	10
10	20
15	40
20	55

A 0 to 5 seconds

B 5 to 10 seconds

* C 10 to 15 seconds

D 15 to 20 seconds

2. Objective: 3.02

Thinking Skill: Knowledge

(p=.556)

What is true of a neutral object that has been charged by contact with a negative object?

A It remains neutral.

* B It becomes negative.

C It becomes positive.

D It becomes uncharged.

3. Objective: 3.03

Thinking Skill: Applying

(p=.479)

If a 2.0-A current flows through a light bulb whose resistance is 6.0 ohms, what potential difference is needed?

A 3.0 V

* B 12 V

C 18 V

D 120 V

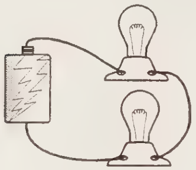
4. Objective: 3.03

Thinking Skill: Applying

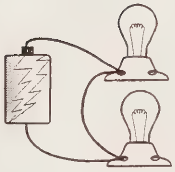
(p=.254)

Which diagram represents a parallel circuit?

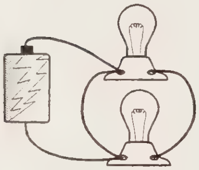
A



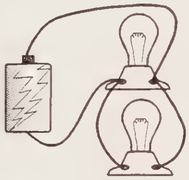
B



C



* D



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5. Objective: 3.05

Thinking Skill: Applying

(p=.797)

If the north poles of two strong magnets are placed close together, what will the magnets do?

A come together

B turn around

* C push apart

D stay as placed

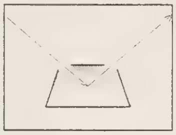
6. Objective: 4.02

Thinking Skill: Analyzing

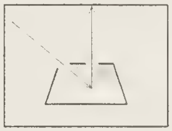
(p=.683)

Which picture shows the path of a beam of light as it strikes a mirror?

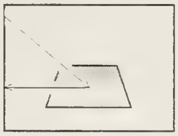
* A



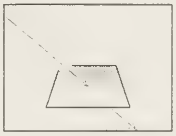
B



C



D



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7. Objective: 5.05

Thinking Skill: Organizing

(p=.235)

Aluminum oxide is formed when atoms of aluminum and oxygen combine. What is the correct chemical formula for this compound?

A AlO

B Al_2O_2

C Al_3O_2

* D Al_2O_3

8. Objective: 5.06

Thinking Skill: Knowledge

(p=.332)

What property causes halogens to be very reactive elements?

A They have a full outer shell.

* B They have an oxidation number of 1.

C They are radioactive.

D They are all gases.

9. Objective: 6.02

Thinking Skill: Knowledge

(p=.520)

Which of the following represents a decomposition reaction?

A $S + O_2 \rightarrow SO_2$

B $2Fe_2O_3 + 3C \rightarrow 4Fe + 3CO_2$

C $NaCl + AgNO_3 \rightarrow NaNO_3 + AgCl$

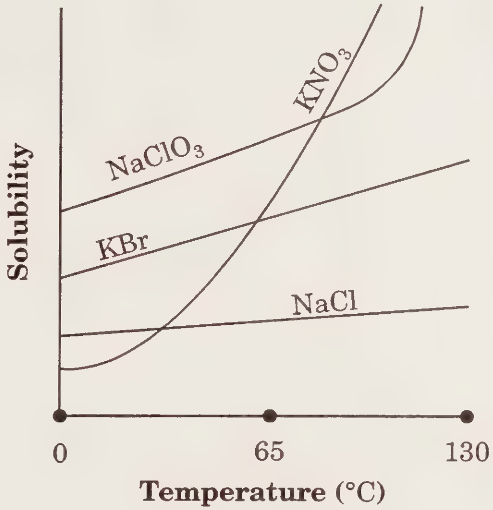
* D $2H_2O_2 \rightarrow 2H_2O + O_2$

10. Objective: 6.04

Thinking Skill: Analyzing

(p=.462)

Which compound has the ***greatest*** solubility at 65°C?



A NaCl

B KBr

C KNO_3

* D $NaClO_3$

North Carolina End-of-Course Tests
Physics

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For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student's performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Physics assesses the physics curriculum of the 1999 North Carolina Standard Course of Study for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum's focus on inquiry instruction and higher order thinking, the revised physics test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the physics test is related to one of the physics content objectives in the North Carolina Standard Course of Study for science. The content objectives (goals 1 through 10) of physics describe the knowledge that is to be taught in all physics classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the physics test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The physics testing materials include reference tables containing common formulas and data that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Physics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will build an understanding of linear motion.	13%
2	The learner will build an understanding of two-dimensional motion.	7%
3	The learner will develop an understanding of forces.	10%
4	The learner will develop an understanding of Newton's Laws of Motion.	10%
5	The learner will build an understanding of the nature of mechanical energy.	10%
6	The learner will build an understanding of impulse and momentum.	7%
7	The learner will develop an understanding of wave motion and the wave nature of sound and light.	20%
8	The learner will build an understanding of basic elementary principles of thermodynamics.	6%
9	The learner will build an understanding of static electricity.	6%
10	The learner will build an understanding of direct current electrical circuits.	11%

How is the test administered?

The North Carolina End-of-Course Test of Physics consists of 70 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the physics test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 7,500 students from randomly selected schools across the state. The revised physics test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the physics test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Physics

Level	Scale Scores	Description
1	23-42	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	43-51	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	52-62	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	63-87	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Physics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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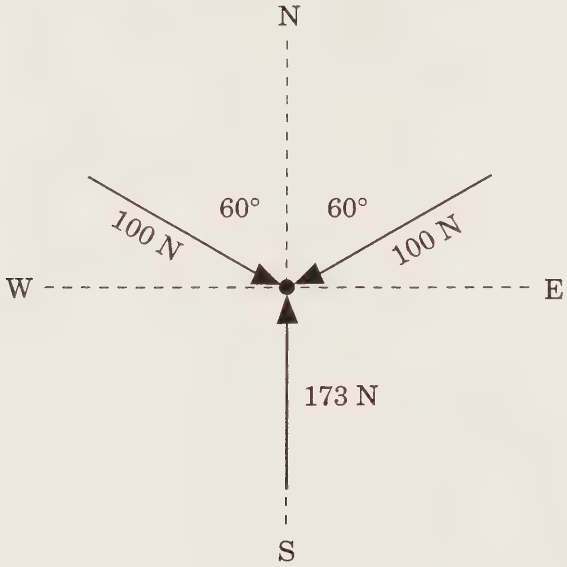
1. Objective: 3.01

Thinking Skill: Integrating

(p=.467)

There are three forces acting on the object below.



What is the force necessary to keep the object in equilibrium?

A 0 N to the north

B 27 N to the north

* C 73 N to the south

D 87 N to the south

2. Objective: 3.02

Thinking Skill: Applying

(p=.883)

The acceleration due to gravity on the moon is approximately 1.60 m/s^2. What is the weight of a 12.5-kg rock on the moon?

A 1.60 N

* B 20.0 N

C 28.0 N

D 123 N

3. Objective: 5.03

Thinking Skill: Integrating

(p=.449)

A red ball of mass 2 kg rolling to the right at 3 m/s collides elastically with a white ball of mass 0.5 kg moving the opposite direction at 2 m/s. After the collision, the red ball continues in its original direction at 2 m/s. What is the speed and direction of the white ball?

A 0.5 m/s to the right

B 1 m/s to the left

* C 2 m/s to the right

D 6 m/s to the left

4. Objective: 7.01

Thinking skill: Generating

(p=.402)

Light travels at a certain speed in air. How would doubling the frequency affect the light?

A The speed would double.

B The wavelength would double.

C The speed would be reduced to one-half the original speed.

* D The wavelength would be one-half as great.

5. Objective: 8.01

Thinking Skill: Applying

(p=.437)

A 200.-g sample of metal at 100.°C is placed in 400. g of water at 20.0°C. If the mixture reaches equilibrium at 22.0°C, what is the specific heat of the metal?

* A 0.214 J/g • °C

B 0.760 J/g • °C

C 4.18 J/g • °C

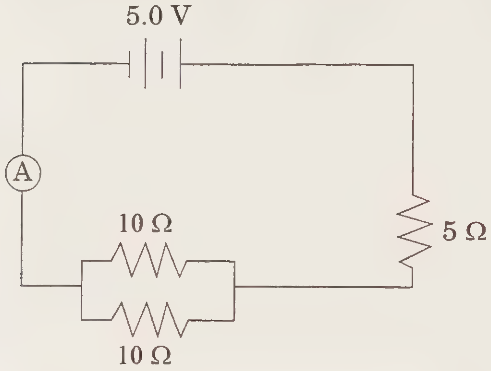
D 4.67 J/g • °C

6. Objective: 10.01

Thinking Skill: Applying

(p=.355)

Consider the following diagram.



What is the ammeter reading in the given circuit?

* A 0.5 A

B 2 A

C 3 A

D 5 A

7. Objective: 10.02

Thinking Skill: Applying

(p=.431)

Three resistors of 30. W, 15 W, and 10. W are connected in parallel across a 60.-V difference in potential. What is the current flowing in the entire circuit?

A 1.1 A

B 4.0 A

C 6.0 A

* D 12 A

North Carolina End-of-Course Tests
U.S. History (revised 1995)

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are "(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results."

For school, school system, and state accountability, prediction formulas (first used in 200-2001) are used to determine growth expectations for end- of-course tests. The prediction formula is used to determine a student's expected score for each school on each EOC test. Each expected score is determined by students' performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students' performance in the EOC course where they are currently enrolled.

What is measured by the test?

The U.S. History test assesses the U.S. History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire U.S. History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of U.S. History

Goal	**Description**	**Percentage Of Items on Test**
1	The learner will analyze those elements in the American colonial experience that led to separation from England.	6%
2	The learner will apply ideas of self-government as expressed in America's founding documents.	9%
3	The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).	9%
4	The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850.	9%
5	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.	6%
6	The learner will interpret economic, social, and political changes of the decades of the '20s and '30s.	9%

7	The learner will analyze the causes and effects of US involvement in international affairs.	8%
8	The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s.	9%
9	The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era.	8%
10	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.	9%
11	The learner will analyze changes in American political life in the last half century.	9%
12	The learner will evaluate the conduct of United States foreign policy over the last half century.	9%

How is the test administered?

The U.S. History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original U.S. History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

How was the test developed?

The questions on the U.S. History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994 and during the spring of 1996. The field test in 1994 involved approximately 10,000 students from randomly selected schools across the state. The field test in 1996 involved approximately 5,850 students from schools participating on a voluntary basis. The U.S. History test was implemented statewide for the first time in spring 1995.

What kinds of scores do students receive on the test?

On the U.S. History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 25 to 88 with a mean of 57.4 and a standard deviation of 8.4 (in 2003). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the U.S. History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of U.S. History

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	25-47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	48-56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	57-64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65-68

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Objective 3.2 Judge the extent to which the Institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply. Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere...that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory...in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

1 Which social condition was the ***main*** factor prompting Abigail Adams' request?

A Political power in the colonies was limited to those who owned property.

B Colonial women received unequal treatment under existing colonial laws.

C Men traditionally held the position of heads of households in colonial society.

D Race and class were conditions of citizenship in colonial society.

2 Of which historical movement would Abigail Adams ***best*** be considered a forerunner?

A the abolition movement

B the Civil Rights movement

C the temperature movement

D the suffrage movement

3 With which of the following quotations would John Adams ***most likely*** agree?

A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)

B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)

C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)

D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)

Obj 5.5 Analyze long-term and immediate causes of the war and asses the extent to which slavery was the priimary cause of the conflict. (p = .41)

4 Frederick Douglass first said, "Slave holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?

A Republican leaders promised not to interfere with existing slavery.

B Republicans planned to enforce the Fugitive Slave Law.

C Republicans pledged to put down slave rebellions.

D Republican leaders refused to accept the right of slave states to secede.

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society. (p = .30)

5 Which of the following is an example of *de facto* racial segregation?

A "Whites Only" signs in restaurants

B housing patterns in large cities

C separate white and black school systems

D public water fountains labeled "colored" and "white"

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period. (p = .40)

6 How did tariffs contribute to the rise of totalitarian dictatorships?

A American arms salespeople were allowed indiscriminately to sell weapons to any country.

B Tariffs disrupted trade and contributed to world economic depression.

C The United States demanded immediate payment of European war debts.

D Foreign-owned businesses in the United States were confiscated by the federal government.

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. (p = .40)

7 "It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed."

—Ronald Reagan, Inaugural Address, 1981

According to this quotation, President Reagan believed which of the following?

A The federal government had lost control of the citizens it was created to serve.

B The federal government had expanded its role too far into the lives of individual citizens.

C The state governments had taken too much legislative authority from the federal government.

D The state governments were not equipped to deal with the problems of the modern age.

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